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ABSTRACT

This administrator handbook begins with statements summarizing Oklahoma's Division of Instruction and the guiding principles of education at the state's elementary and secondary levels. Following an outline of State Board of Education policies, the handbook lists various general regulations and progress criteria for the state as a whole. Subsequent descriptions of specific school regulations and progress criteria for elementary, middle, and junior high schools include attention to such areas as administration and organization, admissions, kindergarten, library-media, subject requirements, teacher load, and the junior high school honor society. The following, more lengthy, section on high school regulations and progress criteria covers many of the same areas as well as correspondence credit, minor assignment requirements, subject and graduation requirements, summer high schools, vocational and technical education, and the high school honor society. The handbook concludes with a section on adult basic education regulations and a final "Miscellaneous" section containing information in nine different areas, including the accreditation of elementary schools in high school and nonhigh-school districts (as well as of junior, senior, and vocational-technical schools), a glossary of terms, a list of important dates, perfect attendance and reading certificates, and a time schedule for reports. (JBM)

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STATE OF OKLAHOMA
DEPARTMENT OF EDUCATION

ADMINISTRATORS' HANDBOOK
for
Elementary, Middle, Junior High and High Schools

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July 1983
Bulletin No. 113-Y

REGULATIONS AND CRITERIA
FOR ACCREDITING AND IMPROVING
THE SCHOOLS OF OKLAHOMA

2

STATE OF OKLAHOMA
DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION
Accreditation Section

1983-84

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This publication, printed by the State Board of Affairs, Central Printing, is issued by the Oklahoma State Department of Education, as authorized by Title 70 O.S. Sec. 3-107. 5,500 copies have been prepared and distributed at a cost to the taxpayers of the State of Oklahoma of $5,382.57 or $.98 per copy.

FOREWORD

This Annual Bulletin for Elementary and Secondary Schools is an administrator's handbook.

It contains regulations adopted by the State Board of Education for the accrediting of the elementary, middle, junior high, area vocational-technical and high schools of the State of Oklahoma, some guiding principles and other recommendations.

It is hoped that through accrediting processes the standards of education in all of the schools in the state will be improved.

The materials in this bulletin can be a great help to administrators, Boards of Education, teachers and others concerned with the improvement of the educational program within the schools.

Sincerely,

Dr. Leslie Fisher
State Superintendent
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I. GUIDING PRINCIPLES

A school should be considered successful according to its total program and how well the goals and objectives are being accomplished. Strength in one area may compensate for a lack in another.

A. A primary goal of public education is to promote the general welfare by individual development of personal and social competence.

B. The total program is a concentration of all experiences including all subject matter and skills utilized and interpreted by the school to advance the goals of education.

C. In addition to being concerned with the accumulation of knowledge, development of skills, and improvement of understanding, the educational program for any Oklahoma school is concerned with development of attitudes, ideals and appreciations. It should provide opportunities so students may develop abilities, aptitudes, interests and needs essential for functioning in a democracy.

D. Levels of intercommunication throughout the school system should be facilitated through study, guidance, collaboration, administration and supervision.

E. Favorable curriculum policies and practices should encourage amiable understanding and democratic relations among administrators, teachers, supervisors, parents, pupils and the public.

F. The development of the total program should be a cooperative project in which administrators, teachers, supervisors, parents, pupils and public participate and make appropriate contributions.

G. Stability of faculty and staff members indicates a healthy school-community atmosphere, and is a contributing factor to a sound educational program.

H. The principal and professional staff should interpret and implement the total program and seek to improve teaching and learning.

I. Curriculum planning must consider the goals, objectives, programs and relationships of all agencies.

J. With continuous experimentation and appraisal, the total program may be evaluated according to the direction and degrees of changes in pupil growth.

K. Competent leadership is essential for a successful total program.

L. Accomplishment of goals and objectives appropriate to the degree of pupil development should be evident in the instructional program.

M. A good teacher is the most important factor in the success of any instructional program. A good teacher has an understanding of students, the ability to work well with parents, adults, students, fellow teachers and administrators; shows evidence of continuous professional growth and a deep and abiding faith in democratic values; is a happy, well adjusted person to whom teaching is an important and fulfilling profession.

" The teachers' outlook on life is very important in determining the effectiveness of the instructional program. Their understanding of human relations, attitude toward others, professional and personal growth, sensitivity to change in social organizations and purposes, and understanding of how children grow, develop and mature is essential.

O. Within a broad, basic, general framework, the total program should be flexible, open to reinterpretation and readily adaptable to individual differences, needs and interests. It must also meet the special needs of groups, schools, and communities.

P. Preparation for college should be only one function of the school program. Various courses in occupational training should also be provided. Thus, the school program should be evaluated in terms of the curriculum, pupil activities, school facilities, guidance and a follow-up study on graduates. Evaluation should be continuous.

Q. The curriculum involves all the learning experiences under the supervision of the school and should be concerned with guidance, instruction, and student participation in areas of living for which the school supplements other institutions, such as church and home.

R. Several factors are extremely important when considering approval of any school for accreditation. These include efficiency of instruction, the acquired habit of thought and study, the general intellectual and moral tone of the school, and the cooperative attitude of the community.

S. Schools are encouraged to use television and other communication media as means of broadening the curriculum and enriching the educational experiences of students.

T. Organization of special clubs in the school should be encouraged when: (1) students' interests and needs justify; (2)

democratic principles prevail and (3) adequate and competent sponsorship is available.

II. POLICIES OF THE STATE BOARD OF EDUCATION

A. The accreditation of the public schools in Oklahoma is the function of the State Board of Education. The responsibility of meeting the standards of accreditation lies with the local school district. The State Board of Education accredits schools primarily on the basis of quality of instruction.

B. Elementary schools in high school districts are expected to meet standards and regulations for accreditation before the secondary school can be accredited.

C. Accreditation depends largely upon instructional conditions maintained in the elementary and secondary schools. Command of the fundamental processes is of primary importance in all subsequent education. Consequently, the entire program of education is examined as a basis for accreditation.

D. The application for accreditation is acted upon by the Accreditation Section and approved by the State Board of Education at the close of each school year. Schools are accredited for only one year at a time. The high school, junior high school, middle school, and elementary school are accredited as a unit. The number of units for which the school is accredited in grades 9-12 is listed in the Annual Bulletin.

E. The establishment and maintenance of secondary school departments at the expense of the elementary grades is discouraged. The elementary grades should receive first consideration. To offer secondary school courses to a few pupils when that provision is detrimental to the elementary grades is unjust and unfair.

F. Stability and permanence of the school organization and teaching staff are considered as factors in accrediting schools. Frequent changes in the organization of the teaching staff directly affect the continuity and efficiency of instruction.

G. A school will be warned before dropping it from the accredited list in case of failure to meet one or more of the fundamental regulations or standards. Failure to comply with statutory requirements may result in immediate loss of accredited standing.

H. Following a visit by a member of the staff in the Accreditation Section, a report is made to the superintendent of schools, and copies are mailed to the president or clerk of the local board and to the county superintendent of schools.

I. Each school is expected to meet the standards and regulations for accreditation at the opening of the term and to maintain these standards throughout the entire year.

J. The practice of closing classroom work a week early for commencement week activities is discouraged. Likewise, the tendency to dismiss for many different occasions is objectionable. Dismissal for outside activities should not interfere with the quality of school work. Senior trips made during days school is in session are discouraged and may result in the loss of state funds. An excused absence during examination periods or because of sickness or for any other reason shall not be counted in attendance.

K. All schools should plan continuous terms in order to make the most profitable use of the school year for all concerned. Divided terms are not considered satisfactory from the standpoint of a maximum achievement and the most economic utilization of the school plant, equipment and teaching staff.

The State Board of Education is strongly opposed to the alleged practice of school administrators and boards of education soliciting parents to move into a district to enroll their children in the school for the purpose of bolstering the attendance of the school. This procedure could result in the loss of accreditation of the school.

GENERAL REGULATIONS

(For schools at all levels)

Regulations are the required directives by the State Board of Education for all schools which request accreditation. ANY DEVIATIONS FROM THESE REGULATIONS MUST HAVE APPROVAL FROM THE STATE BOARD OF EDUCATION.

I. ADMINISTRATION AND ORGANIZATION

Regulation a. It shall be the responsibility of the board of education to employ a chief executive officer for its school system. It shall further be the responsibility of the board of education upon the recommendation of the chief executive officer to employ an administrative head to be known as principal for each of the schools within the district.

Regulation b. An individual shall not serve as superintendent and principal simultaneously. If a vacancy occurs in the superintendency during the course of the school year, a certified replacement must be employed without unnecessary delay.

Regulation c. The chief executive officer and assistant superintendents shall possess a superintendent's certificate. Nonteaching principals (those who teach less than 50% of the school day) shall possess the appropriate principal's certificate.

Regulation d. The chief executive officer of an independent school district or administrative head of a dependent school shall be expected to attend all meetings of the board of education. He/she may be excused from a board meeting during the time his employment or salary is under consideration.

Regulation e. The board of education, upon the recommendation of the administrator, shall adopt general and personnel policies to serve as a basis for the administration of the school and as a guide to the administrator and other employees in conducting their respective duties. These policies shall be in published form and available to employees, patrons, and the State Department of Education. These policies shall be kept updated annually.

Regulation f. The chief executive officer shall prepare or have prepared, and submit annually for the board's consideration, a budget of anticipated income and expenditures. He/she shall be responsible with the school board's authorization for the expenditure and the accounting of all funds in accordance with the law. He/she shall keep the board of education informed at all times as to the amount of money that has been spent and funds available.

Regulation g. The chief executive office of the school shall be responsible for the recommendation, selection, assignment or dismissal of all school employees, management of the school plant and equipment, administration and supervision of the educational program, and conducting of the public relations program.

Regulation h. Teachers of an independent district shall have a written contract filed with the board of education of the school district. Teachers in a dependent school district shall have a written contract approved by the county superintendent and a copy filed in his or her office.

Regulation i. No teacher shall be dismissed during the term of a contract or refused re-employment except at an official meeting of the board of education. The re-election or dismissal of teachers shall be in accordance with the school laws of Oklahoma.

Regulation j. Lack of harmony in the teaching staff, in the school board or community, when such conditions affect the quality and effectiveness of instruction and spirit of the school, shall be considered sufficient cause for not accrediting a school system.

Regulation k. Certificates and official up-to-date transcripts showing the work of all secondary and elementary school teachers and nurses in independent districts shall be kept on file during the school year in the office of the principal or superintendent. Non-high school districts shall file their teachers' and nurses' certificates and transcripts with the county superintendent of schools.

Regulation l. The board of education shall not enter into any written contract with a teacher who does not hold a valid certificate/license. Any board of education paying or authorizing the payment of the salary of any teacher not holding a certificate/license, as required herein, shall be adjudged to be guilty of fraudulent expenditure of public funds and members voting for such payment shall be held jointly responsible for the return of the amount of any public monies thus expended, upon suit brought by the district attorney or by any interested citizen in the district where such funds have been expended.

Regulation m. Inventories shall be made of all equipment, books, furniture and supplies. These inventories shall be brought up-to-date at the beginning and close of the school year and filed in the office of the superintendent or principal.

Regulation n. All school equipment, books and supplies purchased with federal funds shall be labeled or designated when delivered to the school. This labeling shall include the title of the act and the year purchased.

Regulation o. The standard school year shall consist of 180 days, 175 days of which must be devoted to classroom instruction. Five days, or any number of days up to five may be used for professional meetings. Any number of the 5 professional meeting days not used as such must be added to the 175 days as days taught and must be used in classroom instruction. A semester shall not include less than 85 days taught. Board of Education approved parent-teacher conference days shall be counted as days taught. (See definition of professional day in this Bulletin)

Regulation p. Schools shall obtain permission of the State Board of Education before conducting Saturday classes to make up for days lost.

Regulation q. Each local board of education shall adopt a policy for the control and discipline of the students. The policy shall provide options for the methods of control and discipline of the students and every parent/guardian of every child residing within the district shall be notified and upon request, receive a copy of the policy.

Regulation r. Every accredited school shall require the teaching of the basic skills of learning and communications including reading, English, writing, use of numbers and science.

Regulation s. Each school shall require the teaching of citizenship in the State of Oklahoma, in the United States and other countries. This teaching of citizenship is to be accomplished through the study of the ideals, history and government of the State of Oklahoma, the United States and other countries, and through the study of the principles of democracy as applied in the lives of citizens. The following curricular offerings will fulfill these requirements: State History, U.S. History, World History, Civics and democracy. Social Studies will fulfill these requirements in grades K-6.

Regulation t. Every student shall be required to take at least one semester of civics in either the 7th or 8th grade.

Regulation u. Each local board of education shall develop a process whereby such district shall annually evaluate the district's curriculum in order to determine whether each child in the district is receiving adequate basic skill instruction. Such process shall provide for parental involvement. Beginning 1983-84 school year the school district will evaluate annually their curriculum utilizing the process as adopted. 70 O.S., 1981; Section 11-103 as amended.

Regulation v. The organizational level of a public, private or parochial school that has been accredited by the State Board of Education shall not be changed unless all regulations set by the State Board of Education are met.

Regulation w. Custodial services, water supply and drinking facilities, laboratories, toilets, corridors and lockers shall be maintained to insure the best hygienic conditions for pupils and teachers.

II. STAFF DEVELOPMENT

SECTION I -- NEEDS ASSESSMENT

Regulation 1.1-- The local staff development plan shall be based on the needs of certified and licensed teachers and administrators.

Regulation 1.2-- Local districts are free to select or design methods for assessing needs; however, several sources should be utilized to secure the necessary data for decision-making.

Regulation 1.3-- The needs assessment should be systematic and include several techniques of collecting data.

Suggested techniques for collecting data include:

(1) Teacher led, non-administrator interaction group sessions
(2) Surveys of central office staff
(3) Questionnaires and opinion polls of students, staffs, parents and other individuals
(4) Program related documents and recommendations of North Central and State Department of Education
(5) Student test scores/achievement records
(6) Individual conferences/interviews
(7) Utilizing committees
(8) Comparison with state, regional, or national standards
(9) Observation of students/general student attitude
(10) Self evaluation/video taping
(11) Written/verbal evaluations
(12) Study of student attendance and dropout rate
(13) Analysis of educational background and certification of professional personnel

(The above techniques are from the Oklahoma State Plan for Staff Development)

SECTION 2--PROGRAM OBJECTIVES

Regulation 2.1-- Program objectives of the local plan shall be based on a careful analysis of the needs assessment data.

Regulation 2.2-- The staff development plan and activities shall be designed to achieve the identified program objectives.

SECTION 3--DESIGN OF THE LOCAL STAFF DEVELOPMENT PROGRAM

Regulation 3.1-- Staff development activities shall be developed to accomplish the stated program objectives.

Regulation 3.2-- The local plan shall identify and provide for alternative activities and delivery systems which respond to the needs identified by the local needs assessment.

Regulation 3.3-- The local plan will describe how various sources of local, state and federal funds will be coordinated to provide needed services and to avoid duplication.

Regulation 3.4-- The local plan will show how the identified needs will be met with monetary and human resources.

Regulation 3.5-- Local boards of education may develop co-operatives for the purpose of coordination and efficient utilization of resources, however, individual districts shall still be responsible for submitting a local staff development plan.

Regulation 3.6-- Those districts forming co-operatives shall conform to all regulations which apply to single districts.

Regulation 3.7-- The district shall keep on file a record of each locally or cooperatively sponsored staff development activity. The records shall contain the following information:

(1) Name of staff development activity
(2) Specific objectives
(3) Description of activities
(4) Evaluation for activity
(5) Budget (include source of funds)
(6) Names of participants

Regulation 3.8-- The Local Staff Development Committee shall develop and recommend to the local board of education a staff development point system to account for all staff development activities. All certified and licensed teachers and administrators shall accrue at least seventy-five (75) staff development points within a five-year period with at least some points completed each year. Points shall conform to the conditions specified below:

(a) One point shall be equivalent to one clock hour of staff development activities.

(b) One semester hour of approved college credit shall be equivalent to fifteen (15) staff development points.

(c) Those staff development activities which cannot be appropriately specified by a particular time period shall be assigned a point value by the Local Staff Development Committee and recommended to the local board of education.

(d) Each Local Staff Development Committee shall develop and recommend to the local board of education the time frames for completion of earned staff development points during a given school year.

Regulation 3.9-- The district shall maintain in the personnel file of each certified and licensed teacher and administrator those records deemed necessary to fully document their participation in the staff development program. The file shall contain at least the following:

(1) Date(s) of completion
(2) Name of staff development activity
(3) Staff development points earned

Regulation 3.10-- School districts shall annually inform certified and licensed teachers and administrators in writing of their point status on a date recommended by the Local Staff Development Committee.

SECTION 4--QUALITY ASSURANCE/EVALUATION

Regulation 4.1-- The Local Staff Development Committee shall develop and recommend to the local board of education a process for evaluation of the staff development program.

Procedures for evaluation may include:

(a) assigning responsibility to either a quality assurance person or to the Local Staff Development Committee for carrying out the function.

(b) reviewing the needs assessment technique(s) and instrument(s) to verify the comprehensiveness of the assessment.

(c) assuring that instruments used to evaluate are compatible with those used in the assessment.

(d) checking the priorities for possible further assessment, including program priorities or mandates.

(e) reviewing planning to assure that objectives are based on identified needs; that resources were thoroughly investigated, there was involvement at different levels in deciding upon the most appropriate activities, and the activities selected show promise of improvement.

(f) assessing objectives for specificity, directness, and measurability. Measurements should be stated in terms of data or criteria.

(g) observing involvement of parents, school personnel, students, and others, including representatives of other agencies in the process.

(h) assessing the data collection plan to assure that the projected outcomes relate to the assessed needs and stated objectives.

(i) reviewing the sequential steps on which projected outcomes are based to assure that inservice staff development is appropriate to the next level of achievement needed by the staff and students.

(j) reviewing the participants' self-evaluations and any outside evaluation if used.

(k) assessing the costs of the program and relative costs and benefits of available alternatives, assuring that supplemental programs provide only supplemental inservice.

SECTION 5--MANAGEMENT OF THE LOCAL STAFF DEVELOPMENT PROGRAM

Regulation 5.1-- The local board of education shall be responsible for the organization and implementation of the local staff development program.

Regulation 5.2-- The local board of education shall adopt rules and regulations, based on the recommendations of the Local Staff Development Committee, for implementation of the local staff development plan. These rules and regulations shall not be inconsistent with the law or rules and regulations of the State Board of Education.

Regulation 5.3-- The Local Staff Development Committee shall be appointed by the local board of education. Roles and functions of the Local Staff Development Committee shall be specifically defined by the local board of education as prescribed by Regulation 5.4. The membership of the committee shall include teachers, administrators, and parents of the local school district, and shall consult with higher education instructors. A majority of the members shall be classroom teachers. The teacher members shall be selected from a list of names submitted by the bargaining agent where one exists. In the absence of a bargaining agent, the teachers will

elect a list of names to be submitted to the local board of education. The Local Staff Development Committee shall be headed by a chairperson to be elected by the full committee.

Regulation 5.4-- The duties of the Local Staff Development Committee in designing the local education agency staff development plan include the following:

(1) Periodically review the guidelines for the staff development plan established by the State Department of Education and make recommendations to the local board of education for the implementation of the plan.

(2) Annually review the needs assessment data and make recommendations to the local board of education as to whether an additional needs assessment needs to be conducted in the current school year for assisting in the submission of revised plans by May 1 of each year.

(3) Identify staff development resources and activities.

(4) Develop and recommend to the local board of education a staff development point system to account for all staff development activities.

(5) Plan and write the local staff development plan to be submitted to the local board of education.

(6) Make recommendations to the local board of education regarding the evaluation of the staff development program.

Regulation 5.5-- Coordination of the local staff development program shall be the responsibility of the local administration. Coordination shall involve:

(1) A mechanism for assuring that all certified and licensed teachers and administrators of the school district are served under the plan.

(2) Reporting of plans and activities, forms and other information, and dates/schedules which should be submitted to the State Board of Education in accordance with the Oklahoma State Plan for Staff Development and State Law.

(3) Assurance of wide involvement and successful implementation of planned activities.

(4) Identification of fiscal resources used by the district in conducting the staff development program.

Regulation 5.6-- The local staff development plan shall be approved by the local board of education and submitted to the State Board of Education by July 1, 1981. Beginning with the school year 1981-82, the revised plans of each school district for the succeeding year shall be submitted by May 1st of each year.

III. TEACHER CONSULTANT PROGRAM

"Teacher Consultant" means any teacher holding a standard certificate who is employed in a school district to serve as a teacher and who has been appointed to provide guidance and assistance to an entry-year teacher employed by the school district. A teacher consultant shall be a classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher. No certified teacher shall serve as a teacher consultant more than two (2) consecutive years, although such certified teacher may serve as a teacher consultant for more than two (2) years." (Section 5, Item 9)

"A teacher consultant shall be selected by the principal from a list submitted by the bargaining unit where one exists. In the absence of a bargaining agent, the teachers shall elect the names to be submitted. No teacher may serve as a teacher consultant for more than one entry-year teacher at a time." (Section 5, Item 9)

It is the intent of the regulations that teacher consultants be selected who possess the requisite knowledge and skills for assisting the beginning teacher. Therefore, those persons responsible for submitting names for teacher consultants should use their best judgment in identifying teachers who possess leadership qualities that can provide the best assistance for a beginning teacher.

Regulation 1. Beginning school year 1980-81, every beginning teacher (zero (0) years experience as a classroom teacher) employed shall serve under the guidance and assistance of a teacher consultant for a minimum of one (1) school year as intended in House Bill 1706. However; no beginning teacher shall serve under the guidance and assistance of a teacher consultant for less than 120 days.

Regulation 2. Upon employment of a beginning teacher, the superintendent or chief administrative officer shall notify the bargaining unit, where one exists, of the areas of certification and the teaching assignment of the beginning teacher. The bargaining unit shall submit to the principal a minimum of three (3) names for prospective teacher consultants from the building or district in which the beginning teacher is assigned.

In the absence of a bargaining unit, the principal shall notify the classroom teachers from the building in which the beginning teacher is assigned, and these classroom teachers shall elect a minimum of three (3) names from the building or district to submit to the principal for prospective teacher consultants.

Regulation 3. A teacher consultant shall be a classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher. The teacher consultant must hold at least a standard certificate. Whenever possible, the minimum three (3) names to be submitted shall have had experience in the teaching field of the beginning teacher.

Regulation 4. No certified teacher shall serve as a teacher consultant more than two (2) consecutive years, although such certified teacher may serve as a teacher consultant for more than two (2) years.

Regulation 5. Within at least ten (10) teaching days after the beginning teacher enters the classroom, the teacher consultant shall be selected.

Regulation 6. It is the responsibility of the school district to ensure that a mechanism be provided whereby the teacher consultant will provide guidance and assistance to the beginning teacher a minimum of 72 hours per year in classroom observation and consultation.

Regulation 7. Submission and selection of teacher consultants shall be in the following rank order:

1. Holds at least a standard certificate in the same area of the beginning teacher and is currently teaching in the same area as the beginning teacher.

2. Holds at least a standard certificate in the same area as the beginning teacher and has had teaching experience in the same field as the beginning teacher.

3. Holds at least a standard certificate and is teaching in the same area as the beginning teacher.

4. Holds at least a standard certificate and has had teaching experience in the same field as the beginning teacher.

5. Holds at least a standard certificate and has approval credentials in the same area as the beginning teacher.

6. Holds at least a standard certificate.

7. Emergency situations will require State Board of Education action.

IV. ANNUAL REPORTS

Regulation a. Two copies of the application for accreditation shall be submitted to the State Department of Education on or before October 15 of the current school year. A copy of the application shall be filed in the office of the county superintendent.

Regulation b. All required reports shall be submitted to the State Department of Education before a school can be accredited.

V. RECORDS

Regulation a. The cumulative record of the student shall be current and filed in the superintendent or principal's office. Standardized tests results, student's school activities, attendance and citizenship date shall be included as a part of the permanent records. Proper safeguards shall be taken with these records to protect the individual and human rights of all pupils. Health and immunization records should be kept separately.

Regulation b. One person in each school shall be responsible for all personally identified information to assure that no unauthorized person will be able to obtain the information without written parental permission.

Regulation c. New students shall be officially enrolled upon receipt of their immunization record and transcript or grade card. Transcripts shall be forwarded upon a valid request. Information pertaining to grades, test results, rank in class of graduating seniors, and other pertinent information shall be recorded on the transcript.

Regulation d. Principals shall be prompt in furnishing transcripts and immunization records of students when requested to do so by school officials.

Regulation e. Attendance registers or approved data processing of attendance shall be completed and made available for auditing at the close of the school year. The principal or a competent person under his/her supervision shall record the attendance daily.

Regulation f. Attendance registers and teachers' grade books shall be filed with the county or district superintendent at the close of the school year.

Regulation g. Student scholastic grades as awarded by the teacher shall be recorded at the end of each semester in the permanent records by professional staff.

Regulation h. The original copy of academic records shall be filed and permanently retained in the respective school with duplicate copies filed in a building separate and apart from the building where the original copy is filed or shall be filed in a fireproof vault designed for the purpose of protecting permanent records.

VI. CLASSROOM TEACHER AIDES

Regulation a. Persons employed as teacher aides after 7-1-83 shall possess a high school diploma or a General Education Development (G.E.D.) Equivalency Certificate, and have demonstrated ability in the area or areas to which they are assigned, be proficient in the English language, and have demonstrated the following characteristics:

1. A sense of orderliness and an ability to work within a routine.
2. Ability to work under supervision of the teacher.
3. Ability to assume responsibility.
4. Ability to work with children.
5. Neat appearance.
6. Ability to understand and follow oral and written directions.
7. Ability to work harmoniously with fellow employees.

Regulation b. Local boards of education shall develop and implement policies to provide for orientation and in-service training programs for teacher aides employed by the district. The State Department of Education may assist local boards of education in the in-service training of teacher aides.

Regulation c. Teacher aides may perform or assist a teacher in the performance of hall duty, playground duty, bus duty, lunchroom duty, and extracurricular activities. All other assigned activities of teacher aides shall be under the direct supervision of a certified/licensed teacher. Examples of other duties which teacher aides may perform are: prepare art supplies, bulletin boards, supplementary materials, transparencies, etc.; file materials; prepare reports; compute statistical information; prepare dittos, charts, maps, etc.

Regulation d. All interscholastic activities shall be directed by a certified/licensed teacher.

Regulation e. Teacher aides shall not be given the responsibility of instructing children, keeping study halls, or presenting new instructional materials to students.

Regulation f. All classroom teacher aides shall be listed on each school's application for accreditation.

VII. ENTRY-YEAR ASSISTANCE PROGRAM REGULATIONS

The Entry-Year assistance program shall be developed in consultation with the teacher education institutions and the local boards of education. The program shall include:

1. Guidelines for entry-year teacher positions and appointment of Teacher Consultants.
2. Guidelines for appointment and functions of Entry-Year Assistance committees.
3. Appropriate in-service program for the entry-year teacher.

I. **Definition of Entry-Year Teacher**

"Entry-year teacher" means any licensed teacher who is employed in an accredited school to serve as a teacher under the guidance and assistance of a Teacher Consultant and an Entry-Year Assistance Committee.

II. "Entry-Year Assistance Committee" means a committee in a local school district for the purpose of reviewing the teaching performance of an entry-year teacher and making recommendations to the State Board and the preparing institution of higher education regarding certification of the entry-year teacher.

III. **Members of Entry-Year Assistance Committee**

A. Teacher Consultant - Classroom Teacher

B. Principal, assistant principal or administrator designated by the local board.

C. Teacher educator in a college or school of education of an institution of higher learning, or an educator in a department or school outside the institution's college of education.

D. A chairperson shall be chosen by each committee.

IV. **Qualifications of Members of Entry-Year Assistance Committee**

A. The Teacher Consultant must meet all qualifications under Rules and Regulations for Teacher Consultant according to Regulation 3, Regulation 4, and Regulation 7.

B. Higher education faculty members who serve on Entry-Year Assistance committees must have an active involvement in the institution's undergraduate or graduate programs and be acceptable to the local board.

If possible, the educator shall have expertise and experience in the teaching field of the entry-year teacher.

C. The administrator must serve in an administrative capacity in the school district.

D. In all cases, at least one member of the Entry-Year Assistance committee shall have expertise and experience in the teaching field of the entry-year teacher.

V. **Selection Process of Entry-Year Assistance Committee**

A. The Teacher Consultant shall be selected according to Regulation 2, Regulation 5, and Regulation 7 of the Rules and Regulations for Teacher Consultant.

B. The administrator shall be designated by the local school board to serve on the Committee within at least ten (10) teaching days after the entry-year teacher enters the classroom.

C. The educator from higher education shall be identified on a mutual action basis by the superintendent and the teacher education institution coordinator.

1. All local school district requests for an educator will be channeled through one central office on the teacher education institution campus designated by the president of said teacher education institution.

2. To facilitate the selection of a higher education person, the superintendent will contact the designated teacher education institution coordinator of the teacher education institution that recommended the entry-year teacher for an Oklahoma Teaching License and inform the coordinator of the entry-year teacher's license type. At that point, the teacher education institution coordinator will assume resporsibility for identifying an appropriate educator to recommend to the superintendent for the Entry-Year Assistance Committee.

Each teacher education institution is expected to assume responsibility for its own graduates; however, in making assignments, consideration should be given to the entry-year teacher's geographic location and the distance to the recommending institution. It is expected that the teacher education institution coordinator will inform the requesting superintendent of the name of a qualified higher education person within ten (10) working days after the request has been made.

For out-of-state entry-teachers, the superintendent will contact the designated teacher education institution coordinator of the nearest teacher education institution and inform the coordinator of the entry-year teacher's license type. The institution coordinator will assume responsibility for recommending an educator with the appropriate expertise and experience. It is expected that the teacher education institution coordinator will inform the requesting superintendent of the name of a qualified higher education person within ten (10) working days after the request has been made.

VI. ROLE AND FUNCTION OF ENTRY-YEAR ASSISTANCE COMMITTEE

A. The Entry-Year Assistance Committee will work with the entry-year teacher to assist in all matters concerning classroom management and in-service training for the teacher.

B. The Entry-Year Assistance Committee shall serve for one (1) school year as intended in House Bill 1706. An entry-year program will not be complete unless the entry-year teacher has been employed for at least 120 days by the conclusion of the school year. If an entry-year teacher is employed for less than 120 days during the school year, it will be necessary for an Entry-Year Assistance Committee to continue with the entry-year teacher during the next school year until a total of 180 days has been completed.

C. The Entry-Year Assistance Committee shall make a certification recommendation according to criteria established by the State Board of Education.

VII. EVALUATION PROCESS

A. A standard observation instrument approved by the Professional Standards Board and adopted by the State Board of Education will be used by each Entry-Year Assistance Committee to evaluate an entry-year teacher for certification purposes only.

B. Each Entry-Year Assistance Committee will use meaningful parental input as one criterion in evaluating the entry-year teacher's performance.

C. Each Entry-Year Assistance Committee will meet with the entry-year teacher a minimum of three times per year for evaluation review and recommendations.

D. Each member of the Committee will observe the entry-year teacher a minimum of three times per year.

E. The Committee process shall follow the sequence set forth:

1. Formal Committee Meeting I with the entry-year teacher to become acquainted with each other, elect a chairperson, establish a communication system, establish a schedule for committee member's activities, and review the evaluation form.

2. Observation I is an independent visitation.

3. Observation II is an independent visitation.

4. Formal Committee meeting II with the entry-year teacher to review progress and formulate recommendations concerning the teaching performance of the entry-year teacher.

5. Observation III is an independent visitation.

6. Formal Committee Meeting III with the entry-year teacher to make a recommendation concerning certification.

VIII. CERTIFICATION RECOMMENDATION

A. The Entry-Year Assistance Committee's recommendation shall be one of the following options:

1. Recommendation for Certification

   a. In the event the Committee recommendation to the State Board of Education and the preparing institution of higher education is for certification at the end of the first or second year, the Entry-Year Assistance Committee shall also recommend a staff development program for the entry-year teacher in any area identified by the Committee.

2. Recommendation for Second Year in the Entry-Year Assistance Program

   a. Upon recommendation from the Entry-Year Assistance Committee for an additional year in the Entry-Year Assistance Program, such Entry-Year Assistance Committee shall, upon the request of the entry-year teacher, supply a list of the reasons for such recommendation. Said list of reasons shall remain confidential, except as otherwise provided by the entry-year teacher.

   b. In the event an entry-year teacher is required to serve an additional year in the Entry-Year Assistance Program, such entry-year teacher shall not be required to be under the supervision of the same Entry-Year Assistance Committee, or any member of the Committee who supervised the entry-year teacher during the initial year in the program.

3. Recommendation for Noncertification at the Conclusion of the Second Entry-Year.

   a. Upon recommendation from the Entry-Year Assistance Committee for noncertification at the end of the second year, such Entry-Year Assistance Committee shall, upon the request of the entry-year teacher, supply a list of the reasons for such recommendation. Said list shall remain confidential, except as otherwise provided by the entry-year teacher.

B. The Recommendation of the Committee members will be determined by a majority vote.

C. The recommendation of the Committee will be made to the State Board of Education and the preparing institution of higher education between April 10th and the end of the school term. If the entry-year teacher is a graduate of an out-of-state institution of higher education, the recommendation of the Entry-Year Assistance Committee shall be

made to the State Board of Education and the institution of higher education which serves on the Committee.

If an entry-year teacher has been employed for less than 120 days during the school year, it will be necessary for the entry-year teacher to continue as an entry-year teacher during the next school year until a total of 180 days has been completed. This recommendation for certification or an additional entry-year will be made between the 150th and 180th day of employment.

D. The State Board will make an annual report to each teacher education institution in Oklahoma on the certification status of each of its graduates who was employed as an entry-year teacher: (1) Recommendation for certification; (2) Recommendation for a second year in the Entry-Year Assistance Program; (3) Recommendation for noncertification at the conclusion of the second entry-year.

Exceptions to the Entry Year Assistance Program Regulations

If any of the situations identified below or any other variation occurs, contact the Teacher Education/Staff Development Section to be informed of proper procedures.

Exceptions may include:

1. Licensed teachers employed after April 1st.

2. Entry-year teachers who have been employed for less than 120 days during the school year.

3. Replacement of Entry-Year Assistance Committee members.

VIII. STUDENT TEACHER PROGRAM

The cooperating teacher shall be carefully selected so that those who have the ability to work effectively with student teachers are chosen. The principal of the cooperating school and the teacher education institution shall participate in the selection of the cooperating teacher. Acceptance of student teachers shall be voluntary. The following criteria shall be used in selecting the cooperating teacher.

1. At least three (3) years satisfactory teaching experience.
2. Possess knowledge of the basic principles of supervision.
3. Standard certificate for the area in which he is teaching.
4. Demonstrates academic competence.
5. Demonstrates that he can work as an effective team member.
6. Full responsibility for teaching shall not be assumed by the student teacher until near the end of the training period.
7. No more than two students shall be assigned to any cooperating teacher during a given school year.

8. A STUDENT TEACHER SHALL NOT BE UTILIZED IN A SUBSTITUTE TEACHER'S ROLE.

IX. PUPIL ACTIVITY PROGRAM

The activity program shall provide opportunities for developing leadership ability and stimulate active participation of all pupils in appropriate school organization and community activities according to their aptitudes and interest. The program shall be planned through the cooperative efforts of the teachers and students, organized and administered so as to contribute to the educational objectives of the school.

Regulation a. All monies collected for the various activities shall be handled through the central office where official records shall be kept. A periodic report shall be made to: (1) the interested activity group, and (2) the chief executive officer, and (3) the board of education. Financial records shall be audited annually as prescribed by law.

Regulation b. Students shall not participate in a given activity more than 1 period daily or be enrolled in more than 2 activities during the regular school day.

Regulation c. Long and expensive out-of-state trips during the school year while school is in session shall not be undertaken.

Regulation d. The number of interscholastic activities scheduled weekly and during a session shall be limited to a reasonable number.

Regulation e. Schools shall make a genuine effort to schedule athletic contests on nights preceding a day when school is not in session.

Regulation f. A member of the teaching staff shall be in charge of each activity. The sponsors shall be directly responsible to the principal or some person appointed by the administration to direct the activities of the school.

X. SPECIAL EDUCATION

Eligible handicapped children are entitled to twelve years of education in addition to the years they attend prior to grade one. The twelve years are to include programming which is essentially considered as elementary and secondary education.

Programs for handicapped children may be approved for all of the following categories beginning at age four; however, for certain eligible children there is no minimum age (Senate Bill 216, 1975 Legislature). NOTE: Severely handicapped children may begin receiving special education services at birth. These children are operationally defined as those functioning 50% or more below the normal educational expectancy for their age.

PROGRAMS	SELF-CONTAINED PROGRAM SIZE Minimum Maximum
	15
Orthopedically Impaired	10
Children with Learning Disabilities	15
Educable Mentally Handicapped	10
Trainable Mentally Retarded	10
Seriously Emotionally Disturbed	10
Multiple Handicapped	15
Deaf and Hard-of-Hearing	15
Visually Handicapped	
Low incidence severely multiple-handicapped children, i.e., deaf-blind; retarded-cerebral palsied; autistic and other children failing to thrive	10
Speech Impaired (Not Self-Contained)	75
Visiting Counselor (Not Self-Contained)	(As Approved)

NON-SELF-CONTAINED CLASS LOADS:

The current class roll of a teacher for Learning Disability, Educable Mentally Handicapped, and other laboratory, resource room or itinerant teacher programs is not to exceed 25 different students. In addition, the teacher is not to have more than 10 students in the room at any one time.

INDIRECT SERVICES:

If handicapped children can best be served by placement in regular classes with an IEP, there must be a certified special education person responsible for that child's education. This person will not teach the child but will be involved with teacher conferences, parent conferences, writing the IEP and furnishing special materials as needed for the child's program. This person will have a reasonable case load (suggested maximum of 40).

SELF-CONTAINED PROGRAMS DEFINED:

Self-contained programs are composed of handicapped students who require their basic academic instruction from special education teachers. The majority of the students in a self-contained class will not be out of the special class more than two school hours a day for activities such as P.E., Music, Art, etc.

LABORATORY, RESOURCE ROOM OR ITINERANT TEACHER PROGRAMS DEFINED:

These programs are for those students with less severe handicaps who need special education services, but the majority of which can function in three or more regular classes. The majority of these students will be with a special education teacher no more than three school hours per day. Time spent within the special program will be determined by individual need.

PROGRAM ADJUSTMENTS:

The maximum number in a program should be modified downward if the class contains several age or grade levels, or if the program contains several children with severe problems. Placement of handicapped children into self-contained classes is the least desirable approach to providing for their needs. They should be integrated into regular classes and school programs whenever it is possible for them to be successful by such placement.

HOME BASED PROGRAMS:

For a special education child of legal attendance (4-21, mildly or moderately handicapped; 0-21, severely handicapped) unable to participate in a full day program, said child shall be counted for full average daily attendance for State Aid providing established procedures have been followed in (1) evaluation; (2) eligibility determination; and (3) development and implementation of an appropriate

Individualized Education Program (IEP). The IEP must specify the amount of instructional time to be provided said child and the attendance for said child shall be entered into the appropriate register by the local school.

STATE AND FEDERAL PROCEDURES FOR EVALUATION/INDIVIDUALIZED EDUCATION PROGRAM (IEP)/PLACEMENT TEAM ACTION:

The following procedures apply to all handicapped students; however, for learning disability students, the TEAM must also have signed, written recommendations for those qualified to evaluate, observe, and teach students with learning disabilities.

STEP-BY-STEP CHART FOR DELIVERY OF SPECIAL EDUCATION SERVICES:

Step I -- **Screening** (all students)
Done by LEA, Regional Education Service Center or other agencies.

Step II -- **Referral** (children with suspected special needs)
Initiated by school, parent or other agencies.

Step III -- **Evaluation** (by multidisciplinary team)
Written parental consent is required **before** the student is evaluated. Parents must be given a written statement of their rights.

Step IV -- **Categorical Eligibility Statement**
Timeline: Within 15 calendar days of receipt of evaluation results, a team must determine categorical eligibility.

Step V -- **IEP/Placement** (a team decision)
Timeline: Within 30 calendar days of declared categorical eligibility. An IEP must be **written before physical placement of student is made and services begin** because the

IEP lists the type of program, amount of time in the program, related services, and other required information.

The IEP is written in a team meeting with parents present.
The IEP/Placement team meeting is the responsibility of the home district.

A child cannot be sent to a co-op or another district until this is done. The sending district (home) is responsible for writing the IEP, but the receiving school should have a representative on this team.

All blanks on (IEP) are to be completely filled out.
Signatures of all team members must be on this form.

Step VI - **Review of IEP/Placement**
Timeline: At least annually; however, it may be written into the IEP that the review will be done on a shorter interval of time.

The review is done by a team (including parent) and a new IEP is to be written during the annual review meeting.

Step VII -- **Repeat of Steps III, IV, V, VI** (see above)
All handicapped children must be evaluated at least every three years.

This may be done more often **if needed.** Need will be determined on the individual child's progress or lack of progress. Parental **written** permission is required for each evaluation.

ADDITIONAL FEDERAL REQUIREMENTS:

P.L. 94-142 requires written Individualized Education Programs for each handicapped child and yearly evaluation of the effectiveness of the program.

All districts must follow due process procedures in testing and placement of children in programs for the handicapped. Informed parental consent and signature must be obtained before a child may be placed in or removed from a special program.

Local districts must have written policies and procedures for the location, evaluation, and placement of all handicapped children in their district. A master list of the handicapped should be maintained with indications of their educational status. Each district must have specific confidentiality policies and procedures to guard the use, maintenance, and destruction of personally identifiable information. These policies and procedures must be written and parents are to be notified of them at least annually.

Each local district must have an approved District Plan for Special Education.

MODIFIED PROGRAMS:

Since the basic concept of special education is an appropriate education for individual handicapped children, there may be exceptions to the above regulations. For permission to adjust a program to fit the needs of handicapped students within the school district, the school must obtain a letter of agreement from the Administrator of the Special Education Section of the Oklahoma State Department of Education. Copies of this letter are to be on file with the local district and with the department and will cover only the current school year.

PRIVATE SCHOOLS:

A local Board of Education may contract with a State Board accredited non-profit, non-sectarian, private school to provide specified Special Education services and instruction to eligible "exceptional children."

CERTIFICATION:

Special education teachers of handicapped students must be certified in the disability of area of the students they are assigned to teach.

Special education teachers assigned to teach multi-handicapped students must be certified in at least two disability areas. Special education teachers are qualified to teach, in their areas of certification, all eligible school age handicapped students.

FOR MORE INFORMATION:

Further information pertaining to the special education program for Oklahoma may be found in the Policies and Procedures Manual for Special Education in Oklahoma. This is a State Department of Education publication and is available upon request.

XI. GIFTED AND TALENTED

Regulation 1. "Gifted children" means those boys and girls identified in grades 1 through 12 as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services.

Regulation 2. Implementation of programming for students identified as being "talented" shall be at the discretion of the local school.

Regulation 3. Local districts shall select nationally standardized tests to be used as a part of their multicriteria evaluation procedures. The local district shall determine which test(s) will be used and which categories shall be tested. However, when nationally standardized tests are selected and used in any of the following categories, those students scoring in the

top 3% shall be served provided they meet the standards of a multicriteria evaluation. The categories are:

a. Intellectual ability
b. Creative thinking ability
c. Leadership ability
d. Visual and performing arts ability and
e. Specific academic ability

Regulation 4. Placement in a gifted program shall be by means of a multicriteria evaluation. This evaluation may include:

a. Referrals: Professional, parent, peer or self referrals
b. Measures of ability: A national standardized test
c. Performance: Standardized achievement test instruments, other performance as applicable to the program
d. Interest in and/or Commitment to the Program: Interest inventories, evidence of interest outside school time, demonstrated task commitment.

Regulation 5. It shall be the duty of the local schools to screen for gifted students and conduct a needs analysis for gifted programs. All children in the "grade step" in which the school is implementing the program shall be screened and if appropriate, evaluated. When the local schools serve first grade gifted children, the Regional Education Service Centers shall cooperate with and assist local schools in screening all first grade students each year to identify those boys and girls who are gifted.

Regulation 6. A local school district may use standardized testing for first and second grade students; however, other evaluation mechanisms such as teacher referrals may be used in lieu of standardized testing measures for these grade levels.

Regulation 7. The final decision concerning who is placed in an approved gifted program shall be made by the local school district.

Regulation 8. "Gifted child educational programs" means those special instructional programs, supportive services, unique educational materials, learning settings and other educational services which differentiate, supplement and support the regular educational program in meeting the needs of the gifted child.

Regulation 9. Gifted child education programs shall be implemented over a three-year period. Schools shall select one "grade step" per year. "Grade step" means (1) the grades first through sixth; (2) the grades seventh through ninth; or (3) the grades tenth through twelfth; of the grade levels for which a school is accredited. Each local school district shall have the authority to implement each of three grade steps in the order as determined by the local board of education. Implementation of such programs by grade steps shall begin with the 1981-82 school year and continue on a cumulative basis with a minimum of one grade step per

year. Beginning with the school year 1983-84, it shall be the duty of each school district to provide gifted child educational programs for all identified gifted children.

Regulation 10. School districts shall provide differentiated education for all identified gifted students. Options for providing differentiated education includes:

a. Enrichment of content
b. Acceleration of content
c. Individualization of instruction
d. A modified, open ended curriculum
e. Specific goal-directed program
f. Guidance
g. Guided research
h. Mentorships
i. Others or any combination of the above

Regulation 11. Selected procedural safeguards to insure due process rights for all potentially identifiable and identified gifted children shall be provided. These selected procedural safeguards shall include:

a. Written parental consent for individual evaluation
b. All relevant records shall be kept confidential.
c. Procedures shall be established by the local schools whereby parents may request an additional evaluation of their child should they desire to do so.

Regulation 12. A teacher shall hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program. School districts are encouraged to select those teachers who desire to teach gifted children.

Regulation 13. All teachers teaching in a gifted program shall participate in inservice training or college training designed to train teaching personnel for gifted children.

Regulation 14. A district may serve gifted children in one of the following ways:

a. The district directly providing gifted child educational programs for such children;

b. The district joining in a cooperative program with another district or districts to provide gifted child educational programs for such children;

c. The district joining in a cooperative program with a private or public institution within such district:

d. The district transferring identified gifted children to other school districts which provide the appropriate gifted child educational programs, provided, no transfer shall be made without the consent of the board of education of the

receiving school district. The district in which the child resides shall provide transportation for the transferred student and pay an amount of tuition equal to the proportion of the operating costs of the program to the receiving district.

e. The district located wholly or in part in a county, participating in any program established by that county superintendent of schools. The county superintendent of schools of any county may establish and maintain a gifted child educational program with the approval of the State Board of Education and county funds may be expended for the purpose. A district shall have authority to contribute school district funds, either directly or by reimbursement to the county participating in the program.

Regulation 15. Gifted programs shall be reviewed by the Accreditation Section of the State Department of Education; however, schools shall coordinate all needs for technical assistance in implementing gifted programs with the Gifted/Talented Section of the State Department of Education.

XII. TEACHER TESTING

All persons completing approved teacher education program requirements after January 31, 1982, are subject to the provisions of House Bill 1706 relative to Curriculum Examinations. Specifically, House Bill 1706 requires individuals to pass an examination in each subject in which certification or an approval credential is sought. The State Department of Education publication Policies and Procedures Handbook for House Bill 1706 provides detailed information about the Curriculum Examinations.

GENERAL PROGRESS CRITERIA

Progress Criteria are those standards of excellence which schools in Oklahoma should seek to attain.

I. ADMINISTRATION (Recommended policies of the State Board of Education)

Progress Criterion a. Each school is free to determine its own philosophy to the extent that it includes the principles and spirit of American Democracy. A school should have a written statement of its philosophy formulated by the staff. The philosophy and objectives should be implemented in the school curriculum.

Progress Criterion b. Since the purpose of the school is to meet the needs of its youth and community, it should be familiar with the characteristics and needs of the community. The local community is a part of larger communities such as state, nation and world. Hence, the school should develop its philosophy in keeping with the viewpoints of these communities.

Progress Criterion c. The administrator in charge of a school should have ample time during the school day for supervision. This supervision should include the improvement of every phase of the educational program.

Progress Criterion d. Textbooks to be utilized in the instructional program should be evaluated and selected by the faculty (or a representative committee) teaching in a given subject and grade level.

II. THE STAFF

Progress Criterion a. The instructional staff should be a group of competent persons organized into a cooperative body having common purposes and motivated by the philosophy and objectives of the school. The staff members should have the ability and desire to work together harmoniously and efficiently for the good of the school and students. Each staff member should have an understanding of the imperative needs of youth. The number of instructional staff members should be adequate for the curriculum offered, the school's enrollment and special needs of the pupils.

Progress Criterion b. The services of such personnel as a counselor, nurse, doctor, speech correctionist, psychiatrist, teachers for the physically handicapped, hearing therapist and visiting teachers are desirable and should be adequate to meet the needs of the school. Schools too small to employ some of the above mentioned professional staff members should cooperate with neighboring schools to provide these services.

Progress Criterion c. Necessary clerical assistance for an effective program of instruction, administration and supervision should be employed. The clerical staff should not be a member of the teaching

personnel if the school is financially able to pay for this service through local initiative.

Progress Criterion d. The number of custodial staff members should be adequate to keep the school plant and grounds in sanitary and efficient operation. Their duties should be clearly defined, and they should be directly responsible to the superintendent, principal or some other designated person. It is advisable to have purchase order slips signed by the administration for supplies which they might purchase.

Progress Criterion e. Cooks and other employees in school cafeterias should be directly responsible to the administration or to someone designated by them. The number of cooks should be adequate for the size of the school served. White uniforms are recommended. It is further recommended that their expenses be paid to a school for cooks held each summer.

Progress Criterion f. Some certified person should be responsible for the audiovisual program in each school, and this person should be given sufficient time during school hours to do a professional job.

III. PHYSICAL PLANT

Progress Criterion a. The school plant should be flexible, adequate in size and so planned as to facilitate the offerings of a modern program of education which is suited to the needs and interests of pupils and the community. Future planning for new plants or plans to remodel present building facilities should contemplate meeting future needs. The site should be large enough to provide ample playground space and should be attractively landscaped. The State Board of Education is authorized to prescribe rules governing the construction of school buildings and to furnish plans and specifications for school buildings: the estimated cost of which does not exceed $10,000.00 upon request of the board of education of any school district.

Progress Criterion b. All buildings should be well lighted and ventilated. Adequate provisions should be made for heating and air conditioning the building. In order that teachers can use projection materials, arrangements may be made to control light in some classrooms of each building. Such arrangements may be made with drapes or dark shades. Electrical outlets should be installed at both front and rear of the room.

Progress Criterion c. Custodial services, water supply and drinking facilities, laboratories, toilets, corridors and lockers should be maintained to insure the best hygienic conditions for pupils and teachers.

Progress Criterion d. There should be an abundant supply of fresh, pure drinking water available for the students. A semi-annual test should be made of the drinking water.

Progress Criterion e. Proper steps for protecting pupils against injuries in laboratories, shops, gymnasiums, transportation facilities in all parts of the building or grounds should be planned and be continually under observation.

Progress Criterion f. The number of students assigned to any class should be commensurate with room accommodations, equipment, books, courses of study, health and safety provisions, and supplies provided for the class.

Progress Criterion g. The school plant should be adequately protected against fire. Only fire extinguishers approved by the Fire Marshal and recently tested should be used.

Progress Criterion h. All schools should become acquainted with the State Civil Defense program and put this program or some other effective program of safety into practice.

Progress Criterion i. Adequate provisions should be made according to the individual needs of each school for such special services as cafeteria, teachers' lounge and infirmary facilities.

IV. INSTRUCTIONAL MATERIAL AND EQUIPMENT

Progress Criterion a. Clean United States and Oklahoma Flags should be properly displayed in each classroom, shop, and laboratory.

Progress Criterion b. At least 20 feet of standard size chalkboard should be provided for each classroom, shop, and laboratory.

Progress Criterion c. Adequate bulletin or display board space should be provided.

Progress Criterion d. Pupils' and teachers' desks, tables and chairs should be modern in design, movable and light in color.

Progress Criterion e. Each classroom should be attractively decorated and provided with sufficient instructional supplies.

Progress Criterion f. Laboratory facilities, equipment, materials and supplies should be adequate to meet the needs of instruction of all courses offered. All laboratory equipment should be kept in its proper place when not in use. Chemicals should be kept in a separate, closed compartment of noncorrosive material.

Progress Criterion g. The Library Media Center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening, and viewing for group and individual learning. The collection of books and other media shall be on open shelves ready for use and shall be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion h. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection) established by the State Department of Education and/or the North Central Association of Colleges and Schools.

Progress Criterion i. The Library Media Center, its materials and equipment, should be available to staff and students throughout the school day and throughout a school session.

Instruction shall be provided so that both teachers and students may become more efficient users of the Library Media Center, its materials and equipment.

Progress Criterion j. All resources should be carefully selected with preference given to those that have been recommended in one of the following lists:

Children's Catalog; H.W. Wilson Company, 950 University Avenue, Bronx, NY 10452.

Junior High School Library Catalog; H.W. Wilson Company, 950 University Avenue, Bronx, NY 10452.

Senior High School Library Catalog; H.W. Wilson Company, 950 University Avenue, Bronx, NY 10452.

Elementary School Library Collection; Bro-Dart Publishing Company, 1609 Memorial Avenue, Williamsport, PA 17701.

For Current Materials:

Bulletin of the Center for Children's Books; University of Chicago Press Graduate Library School, University of Chicago, 5801 Ellis Avenue, Chicago, IL 60611.

Booklist (ALA); American Library Association, 50 East Huron Street, Chicago, IL 60611.

Film News, Film News Company, 250 West 57th Street, New York, NY 10019.

Horn Book Magazine, Horn Book, Inc., Park Square Building, 31 St. James Avenue, Boston, MA 02116.

Media & Methods, North American Publishing Company, 401 North Broad Street, Philadelphia, PA 19108.

Media Review; Professional Evaluation of Instructional Materials, 346 Ethan Allen Highway, Ridgefield, CT 06877.

School Library Journal, R.R. Bowker Company, 1180 Avenue of the Americas, New York, NY 10036.

The EPIE Equipment Report. Education Products Information Exchange Institute, P.O. Box 620, Stony Brook, NY 11790.

Lists published by the Library and Learning Resources, State Department of Education.

Progress Criterion k. Inventory and financial records for library materials and equipment should be accurate and up-to-date. The basic library resources budget should not account for such items as installation of expensive electronic facilities, general school supplies, delivery systems, security and insurance costs, plant and equipment maintenance, initial collections for new school, school-adopted textbooks purchased for each student, salaries of media staff, public information program, furniture, and special laboratory equipment.

V. GUIDANCE

Progress Criterion a. Guidance is a developmental program designed to assist all pupils (K-12) to understand themselves, their relation to others, their relation to the school, the community and the "world of work". Guidance programs are comprised of several interrelated, organized services, each designed to give help to all students in making wise choices. The goal of guidance should be to help the student become more self-sufficient in planning and in decision making processes.

Progress Criterion b. Guidance, to be effective, must function as an integral part of the total school program. Certified guidance counselors are prepared to and should assist classroom teachers to better understand their pupils. Under the leadership of the school counselor, the guidance program is coordinated and implemented in cooperation with all other members of the school staff.

Progress Criterion c. The guidance program should be comprehensive in order to provide an optimum program. It is recommended that a guidance committee develop a written plan for the year's program based on the assessed needs of all students in each individual school, with program goals, objectives, activities and evaluation.

Progress Criterion d. Tests results are useful information, but care should be taken that predictions based on too few scores are avoided. Test scores are indices and several scores based on tests given over a period of time are much more valid than one or two scores or even a large number of scores obtained over a short period of time. A testing program should be so planned that the scores obtained from year to year will contribute to the student's welfare and the teacher's efficiency while not becoming so burdensome that the results are invalidated through the student's disinterest. It should be recognized that testing is only one facet of evaluation.

Progress Criterion e. Guidance programs can best be served by a certified full-time guidance counselor. However, if this is not feasible, a part-time certified counselor may be used. The cooperative plan has been proven successful in many instances. In this arrangement, the counselor's time is shared between two cooperating

school districts. The success of the above mentioned guidance program is dependent upon leadership provided by the school administrators.

In order to achieve optimal outcomes, research and experience in guidance programs indicate that a counselor-student ratio of 1-300 is most productive.

Progress Criterion f. A qualified school counselor should be one who holds a valid counselor certificate.

The school counselor's certificate is valid for all grades K-12. Counselors should not be assigned a school administrators' duties. School administrators should not serve in the capacity of a counselor while holding a position as a school administrator.

VI. THE EVALUATION OF OUTCOMES

Progress Criterion a. In the evaluation of the educational program, major concern should be given to obtaining desirable outcomes and how to measure or determine to what extent these outcomes are being realized.

Progress Criterion b. These outcomes should be measured in terms of factual information or knowledge and how to use it, desirable attitudes, social behavior, worthy home membership and participation in citizenship activities.

Progress Criterion c. The State Department of Education encourages schools to evaluate the outcomes of their programs by a testing program, follow-up and drop-out studies, community attitude surveys, various evaluative criteria or other instruments chosen by the school. The Oklahoma Curriculum Improvement Commission and the State Department of Education has developed a set of evaluative criteria for the elementary and junior high schools. These are available upon request.

ELEMENTARY SCHOOL REGULATIONS
PHILOSOPHY AND PURPOSE

The philosophy of the elementary school should reflect the educational needs of its students. The school should provide an environment for living and learning that will assure that each child will develop a positive self-image and strengthen his feelings of self-worth, so that he will experience success. It should provide an ideal climate in which children, during their formative school years, can learn to appreciate, understand and respect the differences of others.

There should be a concern for democratic, moral and intellectual values and special attention to the needs of society, the needs of the individual and the nature of the individual and the nature of the learning process. Since our society is constantly changing, education should prepare the child to live in a world through educational experiences which give the opportunity to achieve his highest level of learning.

I. ADMINISTRATION AND ORGANIZATION

Regulation a. A principal of an elementary school shall be provided whose specific functions and responsibilities are well defined. The principal or assistant principal who serves as an administrator a major portion of the school day shall have an elementary principal's certificate. A teaching principal or assistant principal (one who teaches at least 50% of the school day) shall have an elementary teaching certificate and shall devote a portion of the school day to administrative and supervisory duties.

Regulation b. A beginning teaching principal of an elementary school, as of 1975-76, shall have an elementary certificate/license. Teaching assignment shall be in the elementary organization.

Regulation c. In an elementary school not under the jurisdiction of a district or county superintendent, the administrator shall hold a valid elementary principal's certificate.

Regulation d. Certificates/license and up-to-date official transcripts showing the college work of all elementary teachers shall be kept on file in the office of the principal or superintendent. Dependent school districts shall file their teachers' certificates/license and transcripts with the county superintendent.

Regulation e. The Board of Education shall employ one (1) full-time teacher for each two (2) grades in the organization. An additional one-half (1/2) time teacher shall be provided for each kindergarten session. (A school that is located 16 miles or more from a school offering an approved program may deviate from this regulation with prior approval of the Division of Instruction.)

Regulation f. A school day shall consist of not less than 6 hours, exclusive of lunch period, devoted to school activities, with the exception of the first grade, which shall consist of not less than 5

hours. It is further provided that a school day for first graders shall consist of not less than 3 hours during the first two weeks of school if the teachers devote the afternoon to visiting the homes of the students. The kindergarten shall consist of not less than 2-1/2 hours, with the exception that kindergarten may meet for less than 2-1/2 hours for the first 2 days of school. The 6 hours school day is state law and is cited as a part of Oklahoma School Law.

Regulation g. A new elementary school shall have a minimum of 100 students before being considered for accreditation.

II. ANNUAL REPORTS

Regulation a. Two copies of the application for accreditation shall be submitted to the State Department of Education on or before October 15 of the current school year. A copy of the application shall be filed in the office of the county superintendent.

III. FACULTY

Regulation a. Teachers of nursery schools shall hold a valid Early Childhood Education Certificate/License. Teachers of kindergarten shall hold a valid Elementary or Early Childhood Education Certificate/License.

Regulation b. Teachers in grades one through six shall hold a valid Elementary Teaching Certificate.

Regulation c. Elementary certificates/license are valid for grades 7 and 8 in the elementary schools. Secondary and elementary-secondary (**see definition of terms**) certified teachers in grades 7 and 8 shall have a minimum 18 hours in each subject area taught. Beginning and/or reassigned teachers, as of 1975-76, shall comply with this regulation.

Teachers holding a secondary or elementary-secondary certificate/license who graduated after January 31, 1982 and who do not have an assignment listed on their certificate/license, but have 18 semester hours in a specified curriculum area shall be required to pass the umbrella and specific area test in the area if the individual is teaching in this area a major portion of the day. If the person has 18 semester hours in the subject area and teaches the subject less than a major portion of the day, then the person will be required to pass the specific area test in the appropriate subject.

Regulation d. Beginning and/or re-assigned teachers, as of 1975-76, who instruct Remedial Reading a major portion of the day shall possess a valid Reading Specialist Certificate. Other remedial reading teachers shall possess a minimum of six (6) semester hours in one or more of the following areas of specialization and appropriate certificate: (1) Diagnosis and Correction of Reading Disabilities, (2) Foundations or Survey of Reading, (3) Clinical or Practicum in Reading, or (4) Comparable courses approved by the Accreditation Section.

Regulation e. An elementary school counselor who serves in a guidance capacity a major portion of the day shall possess a valid counselor's certificate. Others who serve in a guidance capacity less than one-half time shall possess a valid elementary certificate.

IV. ADMISSIONS

Regulation a. All children between the ages of 5 on or before September 1st (except as provided by law), and 21 on or before September 2nd, shall be entitled to attend school free of charge in the district in which they reside or to which they have been legally transferred.

Regulation b. Students entering an accredited elementary school from an elementary school not accredited by the State Board of Education shall be required to take a standardized achievement test. Results of the test may be used to determine grade placement. All examinations shall be administered by the receiving school and copies of the exams given and the results shall be kept on file for one year.

V. SUBJECT REQUIREMENTS

Regulation a. The instructional program shall include such courses as are necessary to insure the teaching of the various phases of the curriculum set out in the Oklahoma School Laws, and all amendments made by subsequent legislatures together with all subjects required by the State Board of Education.

Regulation b. Each school district shall teach the necessary basic skills of learning and communication, including reading, English, writing, the use of numbers and science. Each school district shall implement the teaching of citizenship through the study of ideals and the principles of democracy as they apply in the lives of citizens in the United States, in the State of Oklahoma and in other countries of the world.

Regulation c. Every student shall be required to take at least one semester of civics at either the 7th or 8th grade level.

Regulation d. The State Board of Education under the authority vested by the Legislature has approved the following list of subjects for the elementary schools of Oklahoma (asterisk* denotes subjects required by House Bill 1816).

KINDERGARTEN

*Reading/Reading Readiness	*English	*Science	*Math
*Writing	Music	*Social Studies	

FIRST GRADE

*Reading	Remedial	Health	*Science
*Writing	Reading	*Mathematics	Physical
Literature	Art	*Social Studies	Education
Spelling	Music	*English	Dictionary

SECOND GRADE

*Mathematics	*Science	*Writing	Music
*Social Studies	*Reading	Art	Literature
Health	*English	Physical	Remedial
Library Skills	Spelling	Education	Reading
			Dictionary

THIRD GRADE

*Mathematics	Health	Spelling	Music
Geography	*Science	*Writing	Physical
*Social Studies	*Reading	Remedial	Education
Literature	*English	Reading	Art
Library Skills	Computer		Dictionary
	Literacy		

FOURTH GRADE

*Mathematics	*Science	*Writing	Music
Geography	*Reading	Literature	Dictionary
*Social Studies	Spelling	Art	Physical
Health	*English	Remedial	Education
Library Skills		Reading	Computer
			Literacy

FIFTH GRADE

*Mathematics	*Science	Spelling	Music
Geography	*Reading	*Writing	Physical
*Social Studies	Literature	Dictionary	Education
American	Remedial	Art	*English
History	Reading	Health	Library Skills
Computer			
Literacy			

SIXTH GRADE

*Mathematics	*Science	Spelling	Dictionary
Geography	*Writing	Literature	Physical
European	*Reading	Remedial	Education
History	*English	Reading	Guidance
*Social Studies	Computer	Music	Health
Library Skills	Literacy	Art	

SEVENTH GRADE

*Mathematics	Health	*English	Dictionary
Geography	*Science	Spelling	Physical
U.S. History	Homemaking	*Writing	Education

Civics	Agriculture	*Reading	Guidance
Oklahoma History	Spanish	Industrial Arts	Art
French	Literature	Music	Remedial Reading
Library Skills	*Social Studies		
	Computer Literacy		

EIGHTH GRADE

*Mathematics	*Science	Spelling	Dictionary
U.S. History	Agriculture	*Writing	Physical Education
Civics	Homemaking	*Reading	Guidance
*Social Studies	Literature	Art	Industrial Arts
Health	*English	Remedial Reading	
Library Skills	French		
Computer Literacy	Spanish		

VI. TEACHER LOAD

Regulation a. A teacher in an elementary school shall not be approved to teach in excess of 6 hours during the school day.

Regulation b. The number of students assigned to any class shall be commensurate with room accommodations, equipment, books, courses of study, supplies, health and safety provisions.

Regulation c. The teacher-pupil ratio in an elementary school shall not exceed 1 to 35. No administrative or supervisory time is to be used in calculating the teacher-pupil ratio.

VII. PROMOTION

Regulation a. In an accredited elementary school, students must satisfy the local school requirement for promotion from one grade level to another.

Regulation b. The promotion or retention of pupils shall be based upon the total growth of each individual child rather than the mental growth alone. Such factors as social, emotional and physical and mental growth, shall be taken into consideration. The pupil shall be expected to complete the basic subjects of the elementary school before he is promoted to the secondary school.

Regulation c. Pupils promoted from the seventh or eighth grades directly to the ninth grade at the beginning or any time during the school term will be counted as elementary attendance.

VIII. LIBRARY-MEDIA

Regulation a. School systems which have central libraries for several elementary schools shall be supervised by a librarian with a library certificate or a minimum of 15 hours of library science and an elementary certificate. When library aides are used they shall be

assigned to the central library under the supervision of the certified librarian.

Regulation b. The expenditures for elementary grades shall be sufficient to maintain a desirable library and reading program. The elementary school library shall contain reference books, sets of supplementary readers, functional readers and recreational reading materials.

The following scale of annual minimum expenditures is required.

$8.00 per pupil for the first 200 pupils, but not less than $600
$6.00 per pupil for the next 300 pupils
$4.00 per pupil for each pupil above 500.

Material collections may include books and other printed materials, films, filmstrips, recordings, maps, charts and other media developed to aid learning.

IX. ACTIVITY PROGRAM

Regulation a. The pupil activity program shall be planned through the cooperative efforts of the principal, teachers and students; organized and administered to contribute to the educational objectives of the school.

Regulation b. Students shall not participate in a given activity more than 1 period daily or be enrolled in more than 2 activities during the regular school day.

Regulation c. Loss of class time for preparation and participation in interscholastic activities shall be kept to a minimum.

Regulation d. Competitive Athletics shall be discouraged in favor of a well balanced physical education program for all students. An elementary student shall not participate in more than 14 interscholastic games in any sport and not more than three tournaments in any sport each year.

Regulation e. A member of the teaching staff shall be in charge of each activity. The sponsors shall be directly responsible to the principal or some person appointed by the administration to direct the activities of the school. The assignments should be equally distributed among the members of the staff.

X. KINDERGARTEN

Regulation a. Every school district shall provide kindergarten instruction free of tuition for every child residing in such district who attains the age of 5 years by the second day of September.

Regulation b. Each school district shall schedule the following as an integral part of the curriculum: the teaching of the necessary basic skills of learning and communication, including reading, English, writing, the use of numbers and science. These areas of

learning shall be incorporated into the curriculum design utilized in the instruction of kindergarten students. The teaching of citizenship as it relates to community and State shall be incorporated into t aching of the necessary basic skills of learning and communication, ncluding reading, English, writing, and the use of numbers.

Regulation c. Kindergarten children shall be housed in a room to themselves.

Regulation d. The number of kindergarten children per teacher shall not exceed 26 per half-day session. Any deviation must have written approval from the State Board of Education submitted through the Accreditation Section.

Regulation e. The school year shall consist of 180 days; 175 days of which must be devoted to classroom instruction. Five days or any number of days up to 5 may be used for professional meetings. Any number of the 5 professional meeting days not used as such must be added to the 175 days as days taught and must be used in classroom instruction (See definition of professional day in definitions).

XI. THREE AND FOUR YEAR OLD CHILDREN

Regulation a. Early childhood curriculum shall be designed for three and four year olds that is appropriate for their development level.

Regulation b. The teacher will hold early childhood certification.

Regulation c. The school day shall be two and one-half hours minimum.

Regulation d. Teacher-pupil ratio shall be as follows:

3 year olds---2 adults to 15 children
4 year olds---2 adults to 20 children
3 and 4 years olds mixed---2 adults to 17 children

(The above ratio is in between Oklahoma Day Care Licensing Standards and Head Start).

Regulation e. An aide with early childhood training shall be employed.

ELEMENTARY PROGRESS CRITERIA

Progress Criterion a. In schools where it is necessary for a teacher to have one grade and part of another, or parts of two grades, the children should be assigned to the room according to their chronological age. The younger children should be assigned to the room of the grade just below them. The older children should be assigned to the room of the grade just above them. In schools having two or more teachers for any one grade, the children should be divided by putting the older children in one room and the younger in another. When children are grouped for reading or any other skill

subject, the group should not contain more than 10 pupils and should be kept flexible. There should not be more than 3 groups in a classroom. An equal distribution of pupils, rather than grades, should be made in elementary schools.

Progress Criterion b. It is strongly recommended that the teacher-pupil ratio in any elementary school in Oklahoma not exceed the ratio of 1 to 25. This ratio is to be based on membership as of October 1 of the current school year. This is to apply to the school unit. No administrative or supervisory time is to be used in calculating the teacher-pupil ratio.

Progress Criterion c. It is strongly recommended that a teacher not be assigned to teach in excess of 5 hours per day.

Progress Criterion d. The self-contained classroom is recommended under certain circumstances, but other types of organizations are acceptable.

Progress Criterion e. Space requirements for three and four year old children should be based on standards from Head Start and State Day Care Licensing which recommend 35 square feet per child.

Progress Criterion f. Daily and weekly schedules of time and work should be used by each teacher to determine whether there is a fair and balanced distribution of time. The following allotment of time is suggested:

One-third of a day to group activity - units of work-social studies, science, and etc.
One-third of a day to basic skills - reading, language, writing, spelling, mathematics.
One sixth of a day to daily living - rest and health.
One-twelfth of a day to art, music.
One-twelfth of a day to physical education.

Progress Criterion g. The conventional 15-minute recess period should be discontinued in favor of a regular activity period in a longer block of time.

Progress Criterion h. The program should be planned to provide large blocks of time for various areas of work and eliminate short recitation periods. Since teaching-learning situations grow out of the experience of children, experience units may be used effectively by correlating related subjects. No type of organization can do away with the teacher's assistance to individuals. Instead, good organization gives a teacher more opportunity to help individuals. Direct teaching will be necessary in the skill subjects. It may be confined to individual students, but where the teacher finds more than one pupil needing help with the same problem, he may choose to work with the group as a whole. The program should be planned to take care of the individual differences as well as to provide common experiences for the group.

Progress Criterion i. Elementary schools may correlate the related subjects as follows: (1) first grade language and spelling should be correlated with reading and writing and developed by the teacher as the need arises; (2) art should be correlated with all other subjects in the elementary grades, especially language arts, social studies, sciences and health; (3) environmental education should be correlated with social studies, health, science, agriculture and home economics; (4) social experiences include geography, history, civics, economics and environmental education; (5) language experiences include reading, writing, spelling, grammar-language, composition and literature appreciation; (6) number experiences include arithmetic; (7) science and health experiences include science and health; (8) creative experiences include art and music (art and music should be correlated with other subjects). Schools may substitute 4-H Club work for agriculture and homemaking; (9) Industrial Arts (constructional activities) may be integrated and correlated with all other subject areas, especially with arithmetic, science, social studies, and health and safety.

Progress Criterion j. The health and safety program should grow out of the needs of the elementary students.

Progress Criterion k. Safety in the home and school, as well as traveling to and from school, should be stressed. The school should hold fire and storm drills at least twice a month.

Progress Criterion l. Pupils should have an opportunity to write about actual experiences.

Progress Criterion m. Pupils should be directed to read news reports and have an opportunity to discuss news events.

Progress Criterion n. The Library Media Center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening, and viewing for group and individual learning. The collection of books and other media should be on open shelves ready for use and should be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion o. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection) established by the State Department of Education and/or the North Central Association of College Schools.

Progress Criterion p. The Library Media Center, its materials and equipment should be available to staff and students throughout the day and throughout a school session

Instruction should be provided so that both teachers and students may become more efficient users of the Library Media Center, its materials and equipment.

Progress Criterion q. Inventory and financial records for library materials and equipment should be accurate and up-to-date. The library resources budget should not account for such items as installation of expensive and electronic facilities, general school supplies, delivery systems, security and insurance costs, plant and equipment maintenance, initial collections for new schools, school-adopted textbooks purchased for each student, salaries of media staff, public information program, furniture, and special laboratory equipment.

Progress Criterion r. Textbooks to be utilized in the instructional program should be evaluated and selected by the faculty, or representative committee, teaching in a given subject and grade level.

Progress Criterion s. Adequate playground equipment, depending upon the number enrolled and the space available, should be provided.

Progress Criterion t. The elementary school Library Media Center should contain a minimum book collection of 2,000 volumes, exclusive of textbooks, or 10 volumes per child, whichever is larger.

Progress Criterion u. A basic collection of non-print media should be provided, including such materials as filmstrips (sound and silent), tape and disc recording, film loops, maps, globes, realia, multi-media kits, and transparencies.

Progress Criterion v. Audiovisual equipment should be sufficient in quantity and variety to support the non-print collection.

Progress Criterion w. The State Department of Education does not review encyclopedias for the purpose of approving them. Any encyclopedia recommended by the Committee on Subscription Books of the American Library Association will be accepted.

Progress Criterion x. An equal distribution of pupils, rather than grades, should be made in elementary schools.

MIDDLE SCHOOL REGULATIONS

PHILOSOPHY AND PURPOSES

The philosophy should be in harmony with the educational needs of its students. The basic function of the middle school is to help preserve and improve our free democratic way of life by educating individuals for effective participation. It should provide an intellectually-responsible, needs-centered, guidance-oriented, exploration-conscious program of learning. There must be a deep concern for democratic, moral and intellectual values and special attention to the needs of society, the needs of the individual and the nature of the learning process. The philosophy of the school shall establish a priority of concerns which permeate the operation of the school and provide the basis for educational decision making. Schools must show evidence that there is consistency between the philosophy, the application of learning theory and the procedures and the strategies of instruction employed in the classroom. It should be designed for the pre and early adolescent. General education with exploratory opportunity is basic.

I. ADMINISTRATION AND ORGANIZATION

Regulation a. A middle school shall include at least 2 consecutive grades in the sixth through eighth sequence.

Regulation b. A middle school applying for initial accreditation MUST receive prior approval from the Director of Accreditation. The request must be made in writing prior to March 15 of the preceding year and shall contain the following:

1. a precise statement of the objectives of the school
2. verification that all regulations pertaining to middle schools can be met
3. a description of the curriculum substantiating the fulfillment of the needs of the pre and early adolescent
4. a plan for evaluation

Regulation c. A middle school applying for initial accreditation shall have an enrollment of 135 students. The school shall employ a minimum of 6 teachers (full time equivalency), one half-time principal and have adequate facilities and services to permit a comprehensive and balanced educational program.

Regulation d. The student's academic record shall be made available to the junior high and high school as evidence of successful completion of the middle school program.

Regulation e. The relationship of the middle school principal to the administrative head shall be cooperative and as direct as possible. Lines of administration and supervisory authority between the central office and the principal shall be clearly defined.

Regulation f. A principal of a middle school shall be provided whose specific functions and responsibilities are well defined. The principal or assistant principal who serves as an administrator a major portion of the school day shall have an elementary or secondary principal's certificate. A teaching principal or assistant principal (one who teaches at least 50% of the school day) shall have an elementary teaching certificate, secondary teaching certificate, or an elementary-secondary teaching certificate and shall devote a portion of the school day to administrative and supervisory duties.

Regulation g. The school day for the middle school shall consist of a 6 hour day, exclusive of the lunch period.

II. ANNUAL REPORTS

Regulation a. Two copies of the application for accreditation shall be submitted to the State Department of Education on or before October 15 of the current school year. A copy of the application shall be filed in the office of the County Superintendent.

III. FACULTY

Regulation a. Elementary, secondary and elementary-secondary certificate (refer to definitions) are valid in an approved middle school. Elementary certified/licensed teachers shall have a minimum of 12 hours in each subject area taught. Secondary and elementary-secondary certificated teachers shall have a minimum of 18 hours in each subject area taught. Beginning, and/or reassigned teachers, as of 1975-76, shall comply with this requirement.

Teachers holding a secondary or elementary-secondary certificate/license who graduated after January 31, 1982, and who do not have an assignment listed on their certificate/license, but have 18 semester hours in a specified curriculum area shall be required to pass the umbrella and specific area test in the area, if the individual is teaching in this area a major portion of the day. If the person has 18 semester hours in the subject area and teaches the subject less than a major portion of the day, then the person will be required to pass the specific area test in the appropriate subject.

Regulation b. Teachers who instruct Remedial Reading a major portion of the day shall possess a valid Reading Specialist Certificate. Other Remedial Reading teachers shall possess a minimum of six (6) semester hours in one or more of the following areas of specialization and an appropriate certificate: (1) Diagnosis and Correction of Reading Disabilities, (2) Foundations or Survey of Reading, (3) Clinical or Practicum in Reading, or (4) Comparable courses approved by the Accreditation Section. Beginning and/or reassigned teachers as of 1975-76 shall comply with this requirement.

Regulation c. Counselors in a guidance capacity a major portion of the day shall possess a valid counselor's certificate. Teachers serving as a counselor a minor portion of the day shall possess a minimum of eight (8) semester hours in the area of guidance/counseling and an appropriate certificate.

Regulation d. All athletic coaches, being assigned coaching duties as of 1975-76, shall have two (2) semester hours in the care and prevention of athletic injuries. The head coach and/or athletic director shall have a minimum of four (4) additional semester hours from one or more of the following areas of specialization.

1. Organization and administration of interscholastic athletics.
2. Kinesiology, applied anatomy, human physiology, physiology of exercise.
3. Theory of athletic coaching.
4. Elective courses:

   a. Principles of athletic coaching.
   b. Psychology of athletic coaching.
   c. Athletic facilities and equipment.
   d. Athletic training.
   e. Athletic workshop.
   f. Sports officiating.
   g. Audiovisual Education.
   h. Physical Education Activities (no more than two (2) hours can be counted).

All coaches and athletic directors' names shall appear on the class schedule, be employed by the school district, and shall hold a valid teaching certificate.

Regulation e. A teacher in a middle school shall not be approved to teach in excess of 6 hours per day.

IV. ADMISSIONS

Regulation a. Pupils shall be admitted into a middle school upon successful completion of the prescribed course of study of an accredited elementary school. Pupils coming from an elementary school not accredited by the State Department of Education shall be required to take a standardized achievement test. Results of the test may be used to determine grade placement. All examinations shall be administered by the receiving school and copies of the exams given and the results shall be kept on file for one year.

Regulation b. Handicapped pupils shall be admitted to the school on the basis of their social, emotional and physical growth and chronological age.

V. SUBJECT REQUIREMENTS

Regulation a. The program shall serve both the general and specialized needs of its students through learning experiences in the following curriculum areas: Language Arts (i.e. English, reading, & writing), mathematics, science, and social studies. The subjects shall be taught every year according to House Bill 1816.

Each school district shall teach the necessary skills of learning and communication, including reading, English, writing, the use of numbers and science. Each school district shall implement the teaching of citizenship through the study of ideals and the principles of democracy as they apply in the lives of citizens in the United States, in the State of Oklahoma and in other countries of the world.

Regulation b. Every student shall be required to take at least one semester of civics in either the 7th or 8th grade level.

Regulation c. To enhance the safety of students enrolled in industrial arts classes, other than drafting, consideration shall be given tothe available facilities and enroll only the number of students equal to the work stations. No more than 25 students shall be assigned to any class.

Regulation d. The school shall provide for continuous appraisal and evaluation of the instructional program.

Regulation e. Provisions shall be made for the accommodation and instruction of students in need of special education.

Regulation f. The promotion or retention of pupils shall be determined through the evaluation of the total growth of the individual child rather than the rate of academic achievement.

VI. LIBRARY-MEDIA

Regulation a. The library shall be organized as a resource center of instructional materials and equipment for the educational program.

Regulation b. In schools with an enrollment of less than 150 students, the teacher-librarian shall devote at least one period a day to the library and shall have a minimum of three (3) hours in cataloging and/or classification.

In schools with an enrollment of 151 to 300 students, the teacher-librarian shall devote at least two (2) periods a day to the library and the teacher-librarian shall have a minimum of nine (9) hours of library science, (3 of which shall be cataloging and/or classification).

In schools with an enrollment of 301 to 599 students, the teacher-librarian shall devote at least three periods a day to the library and the librarian shall have a minimum of 15 hours of library science (3 of which shall be cataloging and/or classification).

In schools with an enrollment of over 600 students, the librarian shall devote full time and hold a library certificate.

Regulation c. After a minimum balanced print and non-print collection has been established, the annual expenditure for books (exclusive of textbooks), magazines and audiovisual materials (not equipment) shall be as follows:

$8.00 per pupil for the first 200 students, but not less than $600
$6.00 per pupil for the next 300 students
$4.00 per pupil for each student above 500 students.

Material collections shall include print and non-print materials adequate in quality and quantity for all areas of the curriculum to meet the needs of students.

VII. ACTIVITY PROGRAM

Regulation a. The activity program shall be integrated with the program of studies into a comprehensive educational experience for students.

Regulation b. Intraschool activities shall take precedence over interschool activities.

Regulation c. Students shall be assisted, through counseling, to establish suitable programs of participation.

Regulation d. The program shall contribute to the realization of developmental tasks associated with the maturity level of pre and early adolescents.

Regulation e. Opportunities for exploratory experiences shall be provided whereby potential interest and abilities might be discovered and developed.

MIDDLE SCHOOL PROGRESS CRITERIA

Progress Criterion a. A middle school should include provision for separate housing and administration to insure the uniqueness of the program.

Progress Criterion b. An articulated program should be developed with associated elementary, junior high and senior high schools.

Progress Criterion c. Classrooms should provide flexibility to serve varying groups and situations.

Progress Criterion d. The methods and materials used by the individual teacher should indicate an awareness of the varying needs, interests and abilities of the pre and early adolescents.

Progress Criterion e. Middle school teachers should have completed, in their preservice and/or inservice training, professional study that provides them with understanding of the needs of the pre and early adolescents.

Progress Criterion f. The school site and plant should be readily accessible to students and patrons.

Progress Criterion g. Adequate space for work and relaxation should be available for professional personnel and should be equipped to promote efficiency and morale.

Progress Criterion h. Emphasis shall be placed on the interrelationship among the areas of learning.

Progress Criterion i. Adequate and well planned health services should be provided for the student body.

Progress Criterion j. The guidance program should provide suitable services for each student.

Progress Criterion k. The staff members should participate in the selection of content methods, teaching materials and learning activities used to achieve the school's goals.

Progress Criterion l. Competitive athletics for middle schools should be discouraged in favor of a well-balanced Physical Education program for all students.

Progress Criterion m. School districts are encouraged to strive for small class groups and longer time periods during the school day for teaching basic skills.

Progress Criterion n. School districts are encouraged to limit the time lost from basic classes because of school activities.

Progress Criterion o. The student's academic record shall be made available to the iunior high and high school as evidence of successful completion of the middle school program.

Progress Criterion p. Industrial arts offering in the middle school should be correlated with industrial arts and vocational education courses at the senior high school and should be exploratory in concept and should include activities from the areas of construction, manufacturing, communication and media, and power and transporation. An adopted junior high/middle school industrial arts series should be used in these courses.

Progress Criterion q. The Library Media Center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening, and viewing for group and individual learning. The collection of books and other media shall be on open shelves ready for use and shall be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion r. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection) established by the State Department of Education and/or the North Central Association of Colleges and Schools.

Progress Criterion s. The Library Media Center, its materials and equipment, should be available to staff and students throughout the day and throughout a school session. Instruction should be provided so that teachers and students may become more efficient users of the Library Media Center, its materials and equipment.

Progress Criterion t. Appropriate experiences in the fine arts (including art, music, speech/drama dance/movement) should be explored by all students with provision made for skill development commensurate with student interest and abilities.

JUNIOR HIGH SCHOOL REGULATIONS
PHILOSOPHY AND PURPOSES

The philosophy of a junior high school must have a close relationship to instructional objectives and must include as priority items the continuing development and strengthening of the basic learning skills and the teaching of good citizenship.

Education is the basic ingredient for the "American Way". We must provide educational opportunities for all students so that each may become a contributing member of our society.

Students enter the junior high school with different and varying preparation experience and potential. We accept the premise that the center of the school curriculum is the child and that the instructional program strives to instill faith in an individual's personal worth.

Each student should be encouraged to become aware that he is a person of dignity and worth with inherent rights to seek the fulfillment of his intellectual, social and physical capacities for himself as a part of mankind.

Extracurricular activities should be an integral part of the experience provided in the junior high school which contributes to the overall growth desired.

I. ADMINISTRATION AND ORGANIZATION

Regulation a. A principal of a junior high school shall be provided whose specific functions and responsibilities are well defined. The principal or assistant principal who serves as an administrator a major portion of the school day shall have a secondary principal's certificate. A teaching principal or assistant principal (one who teaches at least 50% of the school day) shall have a secondary teaching certificate or an elementary-secondary teaching certificate and shall devote a portion of the school day to administrative and supervisory duties.

Regulation b. A junior high school shall include grades 7 and 8, 7, 8 and 9 or 8 and 9 adequately organized to provide suitable curricular involving exploratory courses. Any change in the organizational structure must have prior approval from the Accreditation Section.

Regulation c. In an approved junior high school, classes must meet a minimum of 225 minutes per week, exclusive of passing time.

Regulation d. A new junior high school in an independent district may be considered for approval as an accredited junior high school if it has a minimum of 100 pupils in average daily attendance, provided there shall remain in the high school an average daily attendance of no less than 100 pupils. Schools making application for an approved junior high school for the first time shall be required to submit a certificate of attendance at the close of the first semester of the

year in which they are seeking approval showing an average daily attendance in the senior high school of no less than 100 students.

Regulation e. A junior high school to be approved in a district that has changed from a dependent district to an independent district shall have an enrollment of 135 students or more and shall employ a minimum of six (6) teachers (full-time equivalency) and a one-half time principal.

Regulation f. A previously approved junior high school in a high school district may continue to operate as an approved junior high school with less than 100 average daily attendance so long as they have an average daily attendance of 40 in the junior high school.

Regulation g. If the junior high school is housed in the same building with the elementary grades or senior high school, a definite floor, wing or section of the building shall be designated as a junior high school.

Regulation h. A school day shall consist of not less than 6 hours devoted to school activities, exclusive of the lunch period.

II. ANNUAL REPORTS

Regulation a. Two copies of the application for accreditation shall be submitted to the SDE on or before October 15 of the current school year. A copy of the application shall be filed in the office of the County Superintendent.

III. FACULTY

Regulation a. Elementary, secondary, or elementary-secondary certificates are valid in an approved junior high school. Elementary certificated/licensed teachers may teach in grades 7 and 8 provided they have 12 semester hours in each subject area taught. Secondary and elementary-secondary teachers who were certified or graduated and met an approved program prior to February 1, 1982 may teach in all grades in the junior high organization provided they have 18 semester hours in each subject area taught. Teachers who were certified or graduated and met an approved program prior to February 1, 1982 teaching ninth grade subjects must have a college course or its equivalent in each subject taught.

Teachers holding a secondary or elementary-secondary certificate/license who graduated after January 31, 1982, are teaching in the 7th or 8th grades, and who do not have an assignment listed on their certificate/license, but have 18 semester hours in a specified curriculum area shall be required to pass the umbrella and specific area test in the area, if the individual is teaching in this area a major portion of the school day. If the person has 18 semester hours in the subject area and teaches the subject less than a major portion of the day, then the person will be required to pass the specific area test in the appropriate subject.

Teachers graduating after January 31, 1982 shall be required to pass the umbrella examination and specific area exams for major assignments to teach in the ninth grade, and must only pass the specific area exam for a minor assignment.

Regulation b. All athletic coaches, being assigned coaching duties as of 1975-76, shall have two (2) semester hours in the care and prevention of athletic injuries. The head coach and/or athletic director shall have a minimum of four (4) additional semester hours from one or more of the following areas of specialization:

1. Organization and administration of interscholastic athletics.
2. Kinesiology, applied anatomy, human physiology, physiology of exercise.
3. Theory of athletic coaching.
4. Elective courses:

   a. Principles of athletic coaching.
   b. Psychology of athletic coaching.
   c. Athletic facilities and equipment.
   d. Athletic training.
   e. Athletic workshop.
   f. Sports officiating.
   g. Audiovisual Education.
   h. Physical Education Activities (no more than two (2) hours can be counted).

All coaches and athletic directors' names shall appear on the class schedule, be employed by the school district, and shall hold a valid teaching certificate.

Regulation c. Teachers who instruct Remedial Reading a major portion of the day shall possess a valid Reading Specialist Certificate. Other Remedial Reading teachers shall possess a minimum of six (6) semester hours in one or more of the following areas of specialization and an appropriate certificate: (1) Diagnosis and Correction of reading disabilities, (2) Foundation or survey of reading, (3) Clinical or Practicum in reading, or (4) Comparable courses approved by the Accreditation Section. Beginning and/or reassigned teachers as of 1975-76 shall comply with this requirement.

Regulation d. Counselors in a guidance capacity a major portion of the day shall possess a valid counselor's certificate. Teachers serving as a counselor a minor portion of the day shall possess a minimum of eight (8) semester hours in the area of guidance/counseling and an appropriate certificate.

Regulation e. A teacher shall not teach more than one ninth grade subject during any one class period, except in the same subject area, and then only with prior approval of the Accreditation Section.

IV. ADMISSIONS

Regulation a. Pupils shall be admitted into Junior High School upon successful completion of the prescribed course of study of an accredited elementary school. Pupils coming from an elementary school not accredited by the State Department of Education shall be required to take a standardized achievement test. Results of the test may be used to determine grade placement. All examinations shall be administered by the receiving school and copies of the exams given and the results shall be kept on file for one year.

Regulation b. Handicapped pupils shall be admitted to the school on the basis of their social, emotional and physical growth and chronological age.

V. SUBJECT REQUIREMENTS

Regulation a. Schools offering one (1) full unit in a subject shall offer the course for the entire school year. One-half unit may be given for a course offered for one semester. If classes are conducted for three (3) periods per week for the school year, only one-half (1/2) unit shall be allowed. (A student not completing both semesters of any course offered as a two (2) semester course may be granted one-half (1/2) unit for successful completion of either semester). A student that has completed one semester's work of a full unit course and enters another school that does not offer the course, shall be granted credit for the one-half (1/2) unit of work completed.

Regulation b. Each school district shall teach the necessary basic skills of learning and communication, including reading, English, writing, the use of numbers and science. Each school district shall implement the teaching of citizenship through the study of ideals and the principles of democracy as they apply in the lives of citizens in the United States, in the State of Oklahoma and in other countries of the world.

Regulation c. English, mathematics, science and social studies shall be experienced on an annual basis.

Regulation d. Every student shall be required to take at least one semester of civics at either the 7th or 8th grade level.

Regulation e. Any subject offered in an approved junior high school below the ninth grade shall not satisfy the requirements for high school graduation.

VI. TEACHER LOAD

Regulation a. Except in certain activity-type classes such as art, physical education, music, library, and typing the average teacher-pupil ratio for a department shall not exceed 160 pupils per day. No administrative or supervisory time is to be used in calculating the teacher-pupil ratio.

Regulation b. To enhance the safety of students in industrial arts classes, other than drafting, consideration should be given to the facilities and enroll only the number of students equal to the work stations. No more than 25 students shall be assigned to any class.

Regulation c. A teacher in a junior high school shall not be approved to teach in excess of 6 hours per day.

VII. LIBRARY-MEDIA

Regulation a. The Library Media Center shall be organized as a resource center of instructional materials and equipment for the educational program.

Regulation b. In schools with an enrollment of less than 150 students, the teacher-librarian shall devote at least one period a day to the library and shall have a minimum of three (3) hours in cataloging and/or classification.

In schools with an enrollment of 151 to 300 students, the teacher-librarian shall devote at least two (2) periods a day to the library and the teacher-librarian shall have a minimum of nine (9) hours of library science (3 of which shall be cataloging and/or classification).

In schools with an enrollment of 301 to 599 students, the teacher-librarian shall devote at least three (3) periods a day to the library and the teacher-librarian shall have a minimum of fifteen (15) hours of library-science (3 of which shall be cataloging and/or classification).

In schools with an enrollment of over 600 students, the librarian shall devote full time and hold a library certificate.

Regulation c. After a minimum balanced print and non-print collection has been established, the annual expenditure for books (exclusive of textbooks), magazines and audiovisual materials (not equipment) shall be as follows:

$8.00 per pupil for the first 200 students, but not less than $600
$6.00 per pupil for the next 300 students
$4.00 per pupil for each student above 500 students.

Materials collections shall include print and non-print materials adequate in quality and quantity for all areas of the curriculum to meet the needs of students.

VIII. PUPIL ACTIVITY

Regulation a. Students shall not participate in a given activity more than one period daily or be enrolled in more than two activities during the regular school day.

JUNIOR HIGH PROGRESS CRITERIA

Progress Criterion a. A self-evaluation should be conducted periodically in terms of the curriculum, pupil activities, school facilities, guidance and a follow-through study of graduates. The evaluation should show evidence that the instructions program is meeting the objectives of the school.

Progress Criterion b. A limited competitive athletic program for school is encouraged. A junior high student participating in athletic events should not participate in excess of the number of team events prescribed by the Oklahoma Secondary Schools' Activities Association.

Progress Criterion c. Fifty percent of the teachers in a junior high school should teach at least 75 percent of the school day in the junior high school.

Progress Criterion d. The program of studies should be organized into a unified curriculum. The curriculum should take into account the integrating, exploring, and differentiating functions of the junior high school.

Progress Criterion e. Promotions should be by areas of work based on the student's ability rather than from one grade to another.

Progress Criterion f. The number and variety of elective courses offered in any junior high school should depend upon the enrollment, number of teachers available, adequate space and instructional facilities.

Progress Criterion g. The suggested program of studies for the junior high school is as follows:

1. Mathematics

   An adopted junior mathematics series should be used in the junior high school.

2. Social Studies

   Social Studies in the junior high school includes civics, geography, Oklahoma History and American History. Oklahoma History should be taught in the ninth grade.

3. Physical Education

This should be a comprehensive program which includes a remedial section for the physically handicapped student. There should be a thorough examination; the results serving as a prerequisite for enrollment in the comprehensive program. This program should be a part of the student's schedule in each of his years in junior high school.

It is recommended that regular physical education classes have top priority over interscholastic competition in the use of physical education facilities.

4. Industrial Arts

Courses offered in this field should be correlated with industrial arts and vocational education courses at the senior high school and should be exploratory in concept and should include activities from the areas of construction, manufacturing, communications and media, and power and transportation. An adopted junior high/middle school industrial arts series should be used in these courses.

5. Vocational Education

Courses offered in this area should be correlated with the courses being offered in the senior high school.

6. Fine Arts

Appropriate experiences in the fine arts (including art, music, speech/drama dance/movement) should be explored by all students with provision made for skill development commensurate with student interest and abilities.

7. Activity

A well balanced activity program should include provisions for clubs, homeroom activities and assemblies for the junior high school. Caution is needed in planning and administering the activity program.

8. Electives

No attempt is made to list all the elective courses which may be offered in a large and well equipped junior high school. Obviously, the number and variety of elective courses depends upon the ability of the district to finance the program. The curriculum should be unified with a limited number of electives for the individual pupil.

Progress Criterion h. The daily class schedule shall reflect the philosophy of the school and provide maximal opportunities for teacher to work with pre and early adolescents.

Progress Criterion i. The guidance program should be comprehensive. In order to provide an optimum program, it is recommended that a guidance committee develop a written plan for the year's program based on the needs of all students in each individual school.

Progress Criterion j. Guidance programs can best be served by a full-time guidance counselor. However, if this is not feasible, a part-time counselor may be used. The cooperative plan has been proven successful in many instances. In this arrangement, the counselor's time is shared between two or more cooperating school districts. The success of the above mentioned guidance program is dependent upon leadership provided by the school administrators. The counselor should be exempt from duties of a disciplinary nature.

Progress Criterion k. The library media center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening, and viewing for group and individual learning. The collection of books and other media shall be on open shelves ready for use and shall be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion l. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection) established by the State Department of Education and/or the North Central Association of Colleges and Schools.

Progress Criterion m. The library media center, its materials and equipment, shall be available to staff and students throughout the school day and throughout a school session. Instruction shall be provided so that both teachers and students may become more efficient users of the library media center, its materials and equipment.

OKLAHOMA JUNIOR HIGH SCHOOL HONOR SOCIETY

The rules and regulations of the Oklahoma Junior High School Honor Society are listed below for the information of school authorities:

1. This organization shall be known as the Oklahoma Junior High School Honor Society.

2. The purpose of this society shall be to promote higher standards of scholarship among the students in the junior high schools of Oklahoma.

3. Every accredited junior high school in the state is eligible to organize a local chapter of the society.

4. Each chapter shall take the name of the local junior high school. The full name of the chapter shall be "_____ Chapter Oklahoma Junior High School Honor Society."

5. Ten percent of the junior high school enrollment will be eligible for membership. Only those students enrolled in grades included in the approved junior high schools are eligible for membership.

6. Forms to be used in listing students that have been nominated for membership will be sent to the local school authorities prior to February 1st of each year. Membership will be based upon work done during the first semester of the current year and the second semester of the preceding year. The standing of students enrolled in the first year of the junior high school will be based on the work done during the first semester of the current year.

7. The local chapter may be organized as soon as nominations are made. Nominations should be approved by the local school officials not later than March 15th of each year. A list of students nominated should be sent to Accreditation Section of the State Department of Education on forms furnished for that purpose. A certificate of membership for each person approved will be sent to the local junior high school authorities. These certificates will be distributed in time for closing exercises of the school in the spring.

8. At the time the certificates are presented, there should be appropriate ceremonial exercises. This is done usually in connection with the commencement program or special awards assembly.

9. The ten percent of the student body making the highest average marks in the junior high school may be nominated.

HIGH SCHOOL REGULATIONS

PHILOSOPHY AND PURPOSES

The philosophy of the senior high school must reflect the fact that for some young people high school may be their final formal educational experience, but for many young people, high school will serve as preparation for further study in trade or technical schools, colleges and universities.

Therefore, high school programs must be designed so that the basic skills of learning and communication are further developed and students are taught extensively on the full rights and responsibilities of citizenship in Oklahoma, the United States of America and our rapidly changing world.

In addition, high school programs should be designed so that i. personal and public health and physical well-being are fostered, ii. students may obtain necessary habits, knowledge and skills for entry level employment in some occupations, iii. all students are challenged intellectually and appropriate tasks are made available for students planning on further education, iv. formal support is given for nurturing student creative interests and talents.

I. ADMINISTRATION AND ORGANIZATION

Regulation a. A high school may be a two, three or four year school that includes at least two consecutive grades between nine and twelve in its organization and a complete diploma-completion program for high school graduation must be provided within the district.

Regulation b. A principal of a high school shall be provided whose specific functions and responsibilities are well defined. The principal or assistant principal who serves as an administrator a major portion of the day shall have a secondary principal's certificate. A teaching principal or assistant principal (one who teaches at least 50% of the school day) shall have a secondary teaching certificate or an elementary-secondary teaching certificate and shall devote a portion of the school day to administrative and supervisory duties.

Regulation c. A new high school (grades 9-12) shall not be considered for accreditation with fewer than 200 students.

Regulation d. If the traditional class schedule is used in grades 9-12, classes shall meet a minimum of 55 minutes, exclusive of passing time, 5 days per week. Classes must meet a minimum of 275 minutes a week. Modular schedules must receive prior approval from the director of the Accreditation Section no later than March 15th of the preceding year.

Regulation e. A school day shall consist of not less than six (6) hours excluding the noon period, devoted to school activities.

Regulation f. Classes offered for credit outside the timeframe of the regular school day must meet a minimum of 70 hours for one-half (1/2) unit or 140 hours for one (1) unit. Teachers shall meet certification requirements.

Regulation g. Schools shall obtain permission from the State Board of Education before conducting Saturday classes to complete a standard school term.

Regulation h. Any non-vocational course shall be offered and/or housed only at the comprehensive high school if credit is to be given.

II. ANNUAL REPORTS

Regulation a. Two copies of the application for accreditation shall be completed and submitted to the State Department of Education on or before October 15th of the current school year. A copy of the application shall be submitted to the county superintendent.

Regulation b. High schools shall list on their application for accrediting those ninth grade subjects being offered in the affiliated junior high schools.

III. FACULTY

Regulation a. A teacher must have a certificate in their area of major assignment.

Regulation b. Teachers who instruct Remedial Reading a major portion of the day shall possess a valid Reading Specialist Certificate. Other Remedial Reading teachers shall possess a minimum of six (6) semester hours in one or more of the following areas of specialization and an appropriate certificate: (1) Diagnosis and Correction of Reading Disabilities, (2) Foundations or Survey of Reading, (3) Clinical or Practicum in Reading, or (4) Comparable courses approved by the Accreditation Section. Beginning and/or reassigned teachers as of 1975-76 shall comply with this requirement.

Regulation c. Counselors serving a major portion of the day shall possess a valid counselor's certificate. Teachers serving as a counselor a minor portion of the day shall possess a minimum of eight (8) semester hours in the area of guidance/counseling and an appropriate certificate.

Regulation d. A teacher shall not teach, for secondary school credit, more than one class during any one class period, except in the same subject area and then only with prior approval of the Accreditation Section. Written approval shall be secured before the semester begins.

Regulation e. No teacher in a secondary school will be approved to teach in excess of 6 hours per day.

Regulation f. Except in certain activity-type classes such as art, physical education, music, and library the average teacher-pupil ratio for a department shall not exceed 160 pupils per day. No administrative or supervisory time is to be used in calculating the teacher-pupil ratio.

Regulation g. To enhance the safety of students enrolled in industrial arts classes, other than drafting, consideration should be given to the facility and enroll only the number of students equal to work stations. No more than 25 students shall be assigned to any class.

IV. MINOR ASSIGNMENT REQUIREMENTS

AERONAUTICS

The preparation of the teacher shall include a private pilot license, or a basic ground instructor's certificate issued by the F.A.A. or a minimum of 8 semester hours in physics with a college course in Aeronautics.

BUSINESS EDUCATION

Accounting

The preparation of the teacher shall include a minimum of 18 semester hours of business education with a minimum of six semester hours of accounting.

Business English

The preparation of the teacher shall include a minimum of 18 semester hours of business education with courses in business English and/or business communications.

Business Law

The preparation of the teacher shall include a minimum of 18 semester hours of business education with a course in business law.

Business Machines

The preparation of the teacher shall include a minimum of 18 semester hours of business education with a course in business machines.

Business Mathematics

The preparation of the teacher shall include a minimum of 18 semester hours of business education with a course in business mathematics.

General Business

The preparation of the teacher shall include a minimum of 18 semester hours of business education with work in at least two of the following: economics, accounting or business law.

Shorthand/Transcription

The preparation of the teacher shall include a minimum of 18 semester hours of business education with a minimum of six semester hours of shorthand. Three semester hours may be deducted from the total requirements of shorthand because of work done in high school.

Typewriting

The preparation of the teacher shall include a minimum of 18 semester hours of business education with a minimum of six semester hours of typewriting. Three semester hours may be deducted from the total requirements of typewriting because of work done in high school. (Personal typewriting does not qualify.)

Other Offerings in Business Education

Recordkeeping, Office Procedures, Secretarial Procedures, Business Organization and Management, Consumer Economics/Education Careers, Notehand, and Business Computer application, information processing (word/data), computer literacy.

The preparation of the teacher shall include a minimum of 18 semester hours in the field of business education with at least one college credit course that directly relates to the specific subjects being taught. Newspaper and yearbook may be taught by a qualified business education teacher.

CAREERS

The preparation of the teacher shall include a secondary or elementary-secondary teaching certificate and a course in occupational or guidance counseling.

COMPETITIVE ATHLETICS

All athletic coaches, being assigned coaching duties as of 1975-76, shall have two (2) semester hours in the care and prevention of athletic injuries. The head coach and/or athletic director shall have a minimum of four (4) additional semester hours from one or more of the following areas of specialization:

1. Organization and administration of interscholastic athletics.
2. Kinesiology, applied anatomy, human physiology, physiology of exercise.
3. Theory of athletic coaching.
4. Elective courses:

a. Principles of athletic coaching
b. Psychology of athletic coaching
c. Athletic facilities and equipment
d. Athletic training
e. Athletic workshop
f. Sports officiating
g. Audiovisual Education
h. Physical Education Activities (no more than two (2) hours can be counted).

All coaches and athletic directors' names shall appear on the class schedule, be employed by the school district, and shall hold a teaching certificate.

COMPUTER PROGRAMMING/COMPUTER SCIENCE

The preparation of the teacher shall include 18 semester hours in business education or mathematics, or science with at least 6 semester hours in computer training, as of the 1983-84 school year.

DRIVER AND SAFETY EDUCATION

The preparation of the teacher shall include a minimum of nine (9) semester hours for a minor assignment. Driver Education I, 3 semester hours; Driver Education II, 3 semester hours; and General Safety Education, 3 semester hours. A valid Oklahoma driver's license and a current school year Instructor's Permit for behind-the-wheel instruction are also required. A basic driver education course taken prior to 1958 may be substituted for the three (3) hour driver education course. Two (2) semester hour Driver Education and General Safety Education courses taken prior to 1971 may be substituted for the three (3) hour course required beginning September 1, 1973. Teachers who held a minor assignment with 5 semester hours prior to September 1, 1973, shall continue to receive a minor assignment as their certificate is valid.

ECONOMICS

The preparation of a teacher shall include a minimum of 18 semester hours of business education or social studies with a minimum of 6 semester hours of economics.

FINE ARTS

Art

The preparation of the teacher shall include a minimum of 18 semester hours in the field of art, including courses in perspective, figure drawing, painting and color harmony.

Instrumental

The preparation of the teacher shall include a minimum of 18 semester hours of music including a minimum of 6 semester hours of instrumental music, appropriately distributed, and 4 semester hours of music theory. The remaining number of hours be selected from instrumental music methods and conducting band or orchestra.

Theory

The preparation of the teacher shall include a minimum of 18 semester hours in music, including 6 semester hours in music theory.

Vocal

The preparation of the teacher shall include a minimum of 18 semester hours of music, including 6 semester hours of credit in vocal music and 4 semester hours of music theory. The remaining number of hours be selected from vocal music methods and conducting chorus, choir and/or glee club.

FOREIGN LANGUAGE

The preparation of the teacher shall include a minimum of 18 semester hours in the language to be taught. Three semester hours may be deducted from the 18 semester hours required for each unit of the language completed in high school, provided the maximum reduction shall be 6 semester hours and that such high school course or courses are not repeated in college.

HEALTH AND PHYSICAL EDUCATION

The preparation of the teacher in health shall include a minimum of five (5) hours in Personal and Community Health and health education materials and methods with an elective of three (3) hours in health related areas such as: first aid, drug education, kinesiology or safety education and hold an appropriate certificate.

The preparation of the teacher in physical education shall include a minimum of 18 semester hours of health and physical education with a course in one or more of the following: anatomy or physiology, recreational activities, methods of teaching or organization and administration of the physical education program in public schools.

HOME ECONOMICS (GENERAL)

The preparation of the teacher shall include a minimum of 18 semester hours of home economics in such courses as foods, nutrition, clothing, textiles, home management, home nursing, first aid and child care.

INDUSTRIAL ARTS

Crafts

The preparation of the teacher shall include a minimum of 18 semester hours in industrial education with at least one college course in the craft to be taught.

Drafting

The preparation of the teacher shall include a minimum of 18 semester hours of industrial arts with at least 6 semester hours in mechanical drawing and drafting.

Metalwork

The preparation of the teacher shall include a minimum of 18 semester hours of industrial arts with at least 6 semester hours in metalwork.

Woodworking

The preparation of the teacher shall include a minimum of 18 semester hours of industrial arts with at least 6 semester hours of woodworking.

Other Offerings in Industrial Arts

The preparation of the teacher shall include a minimum of 18 semester hours of industrial arts with at least one college course in specific area of work being offered.

LANGUAGE ARTS

Grammar and Composition

The preparation of the teacher shall include a minimum of 18 semester hours of language arts, including 6 semester hours of grammar and composition.

American Literature

The preparation of the teacher shall include a minimum of 18 semester hours of language arts, including 6 semester hours of American Literature.

English Literature

The preparation of the teacher shall include a minimum of 18 semester hours of language arts, including 6 semester hours of English Literature.

World Literature

The preparation of the teachers shall include a minimum of 18 semester hours of language arts, including 6 semester hours of World Literature.

Speech, Dramatics and Debate

The preparation of the teacher shall include a minimum of 18 semester hours of language arts, including 6 semester hours of speech.

Journalism

The preparation of the teacher shall include a minimum of 18 semester hours of language arts, including 6 semester hours in journalism.

Reading

The teacher of a regular reading course shall have a minimum of 18 semester hours in the language arts area, with at least 6 hours in reading.

Library Science

The preparation of the teacher shall include a minimum of 15 semester hours of library science or 18 semester hours of language arts, including 6 semester hours of library science.

Other Language Arts Subjects

A minimum of 18 semester hours in language arts is required, with at least one college credit course that directly relates to the specific subject being taught. Newspaper and/or yearbook may be taught by a qualified English teacher.

MATHEMATICS

The preparation of the teacher shall include a minimum of eighteen (18) semester hours of college mathematics.

MILITARY SCIENCE (ROTC)

Applicants seeking a credential for Jr. ROTC shall meet one of the following options:

OPTION 1: Hold a valid Oklahoma Secondary Teaching Certificate and be recommended as a Jr. ROTC Instructor by the 3rd ROTC Region Headquarters.

OPTION 2: The applicant shall possess a bachelor's degree from an accredited four-year college or university and be recommended as a Jr. ROTC Instructor by the 3rd Region Headquarters. The bachelors degree shall include eighteen (18) semester hours of college credit

in a secondary teaching field and twelve (12) semester hours of college credit in professional education*.

Applicants meeting the above requirements may be granted a five (5) year "Letter of Special Provision" granted by the State Board of Education to teach Jr. ROTC. A one (1) year "Letter of Special Provision" may be granted by the State Board with less than the required eighteen (18) semester hours in a secondary teaching field and twelve (12) semester hours in professional education; however, the applicant shall complete at least six (6) semester hours toward meeting this requirement before the issuance of an additional one year "Letter of Special Provision" shall be renewable based upon three (3) years of teaching experience in a Jr. ROTC Program in an accredited school or upon the completion of eight (8) semester hours of college credit, which has been completed during the five-year "Letter of Special Provision" shall be granted a teacher certificate number.

*Appropriate professional education includes such coursework as: Exceptional Child, Educational Psychology, Methods of Teaching, Education Guidance, History and Philosophy of Education. The twelve (12) semester hours of professional education shall include at least a course of two (2) or more semester hours in the education of the exceptional child.

PHOTOGRAPHY

The teacher shall possess a valid secondary teaching certificate with a college course in photography.

SCIENCE

Astronomy

The preparation of the teacher shall include a minimum of 18 semester hours in science with at least 6 semester hours in astronomy and meteorology.

Biology

The preparation of the teacher shall include a minimum of 18 semester hours of science, including a minimum of 10 semester hours of biological science with at least 2 of the following: general biology, botany, zoology, or physiology.

Botany

The preparation of the teachers shall include a minimum of 18 semester hours of science, with 10 semester hours in biological science and a course in botany.

Chemistry

The preparation of the teacher shall include a minimum of 18 semester hours of science, including a minimum of 10 semester hours of chemistry.

Earth Science

The preparation of the teacher shall include a minimum of 18 semester hours of science with work in at least 1 of the following: astronomy, geology, meteorology or the physical phase of geography.

Electronics

The preparation of the teacher shall include a minimum of 18 semester hours in science, including a minimum of 8 hours in physics and a course in electronics or 6 hours in electronics.

Environmental Science

The preparation of the teacher shall include a minimum of 18 semester hours in science with at least 10 semester hours in biological science and a course in chemistry, ecology, or environmental science.

General Science

The preparation of the teacher shall include a minimum of 18 semester hours of science with at least one college course in each of the following: biology, chemistry and physics. A course in physical science may be substituted for either physics or chemistry.

Geology

The preparation of the teacher shall include a minimum of 18 semester hours of science, including 10 semester hours of geology.

Physics

The preparation of the teacher shall include a minimum of 18 semester hours of science, including 10 semester hours of physics.

Physical Science

The preparation of the teacher shall include a minimum of 18 semester hours of science with at least one course in physics and at least one course in chemistry. A course in physical science may be substituted for either physics or chemistry.

Physiology

The preparation of the teacher shall include a minimum of 18 semester hours of science with 10 semester hours in biological science including a course in physiology.

Zoology

The preparation of the teacher shall include a minimum of 18 semester hours in science with at least 10 semester hours in biological science including a course in zoology.

SOCIAL STUDIES

Civics

The preparation of the teacher shall include a minimum of 18 semester hours of social studies, including 6 semester hours of American History and government, with credit in economics or sociology.

Democracy

The preparation of the teacher shall include a minimum of 18 semester hours of social studies, including work in American History and government.

Geography

The preparation of the teacher shall include a minimum of 18 semester hours of social studies, including 6 semester hours of geography.

History and Government

The preparation of the teacher shall include a minimum of 18 semester hours of social studies with 6 semester hours that directly relate to the specific subject being taught.

Oklahoma History

The preparation of a teacher shall include a minimum of 18 semester hours of social studies with a college course in Oklahoma History.

Psychology

The preparation of the teacher shall include a minimum of 18 semester hours in social studies with at least 6 semester hours in psychology; or a total of 18 hours in counseling, guidance, mental hygiene, philosophy, sociology, and/or psychology, with at least 6 semester hours in psychology.

Sociology

The preparation of the teacher shall include a minimum of 18 semester hours of social studies, including 6 semester hours of sociology.

Other Social Studies Subjects

The preparation of the teacher shall include a minimum of 18 semester hours of Social Studies, with at least one college credit course that directly relates to the specific subjects taught.

V. ADMISSIONS

Regulation a. Any student shall be entitled to attend school, free of charge, in the district in which they reside, or to which they have legally transferred, if they have not attained the age of 21 years on or before September 1st of the school year. Provided further, any person who is of legal age and a resident of Oklahoma over the age of twenty-one (21) and under the age of twenty-six (26), and who has not completed the twelfth grade in school shall be given the same educational privileges and opportunities provided by law for children over the age of five (5) and under the age of twenty-one (21), upon submitting to the board of education of the school district in which said person resides evidence satisfactory to the board showing that during the time before he was twenty-one (21) years of age he was unable to attend school for a definite period or periods of time because of physical disability, or serve in the United States Armed Forces Auxiliary Organization, by reason whereof it was impossible for him to complete the twelfth grade before reaching the age of twenty-one (21). (Oklahoma School Law)

Regulation b. Pupils entering a high school from an elementary, junior high/middle, or secondary school not accredited by the State Department of Education shall be required to take comprehensive, written examinations in the subject areas pursued in the non-accredited school. Results of the examinations may be used in determining the academic units a student is to receive credit. All examinations shall be administered by the receiving school and copies of the exams given and the results shall be kept on file for one year.

Regulation c. Handicapped pupils may be admitted to the secondary school on the basis of their social, emotional and physical growth and chronological age.

Regulation d. Students may be admitted to high school upon presentation of a transcript from an accredited eight-year elementary school, middle school or junior high school.

VI. UNIT, SUBJECT AND GRADUATION REQUIREMENTS

Regulation a. The local board of education has the authority to set local requirements for graduation above those of the State Board of Education.

Regulation b. Each school district shall teach the necessary basic skills of learning and communication, including reading, English, writing, the use of numbers and science. Each school district shall implement the teaching of citizenship through the study of ideals and the principles of democracy as they apply in the lives of citizens in the United States, in the State of Oklahoma and in other countries of the world.

Regulation c. Beginning in 1982-83, each home school in the State of Oklahoma shall offer a minimum of 36 units of approved course work at the home high school, exclusive of special education units. Eight

of these units may be on the two-year alternation plan, with 28 units to be offered in the current school year. Ninth grade subjects offered in the junior high school may be counted towards meeting the total requirement.

Regulation d. Schools offering one (1) full unit in a subject shall offer the course for the entire school year. One-half unit may be given for a course offered for one semester. If classes are conducted for three (3) periods per week for the school year, only one-half (1/2) unit shall be allowed. (A student not completing both semesters of any course offered as a two (2) semester course may be granted one-half (1/2) unit for successful completion of either semester.) A student that has completed one semester's work of a full unit course and enters another school that does not offer the course, shall be granted credit for the one-half (1/2) unit of work completed.

If it is the intent of a school to offer nine-week mini-courses, they must have prior approval from the Accreditation Section on or before May 15th of the preceding school year, and develop an acceptable program of studies for each course.

Regulation e. In order to protect the social and physical, as well as the intellectual maturity of the pupil, it is advisable that he have 4 year's experience in a four-year high school, or 3 year's experience in a three-year high school in order to graduate. In exceptional cases, pupils may be allowed to graduate in less than the time specified above, provided that adequate guidance procedures have been followed.

Regulation f. High schools shall require eighteen (18) or more units of regularly organized classroom instruction for graduation. Thirteen and one-half (13 1/2) of the 18 units required for graduation shall be earned in the 10th, 11th and 12th grades. A student must complete 2 of the last 3 units in the school granting the diploma. The 18 required units shall include the following:

4 units	Language Arts (shall include the teaching of reading, English & writing)

As of 1984-85 shall be changed to read 4 units - English, Grammar and composition, American Literature, and English Literature shall be taught as a part of these 4 units. Speech and/or journalism may be substituted for the 4th year of English.

1 unit	Mathematics
1 unit	Laboratory Science
1 unit	American History
*1/2 unit	Oklahoma History
10 1/2 units	Elective courses

*Students moving to Oklahoma from another state and enrolling in a senior high school (10th, 11th, and 12th grades) may graduate without Oklahoma History if the course is not taught in the senior high

school, or if the out-of-state student is unable to take the course due to the scheduling of classes.

Beginning with the school year 1986-87 high schools shall require twenty (20) or more units of regularly organized classroom instruction for graduation. Fourteen (14) of the 20 units required for graduation shall be earned in the 10th, 11th, and 12th grades. The 20 required units shall include the following:

4 units	English (Shall include the teaching of reading, English, and writing)

Grammar and composition, American Literature, and English Literature shall be taught as a part of these 4 units. Speech and/or Journalism may be substituted for the 4th year of English.

2 units	Science
2 units	Mathematics (One may be business math)
1 unit	American History
*1/2 unit	World History
*1/2 unit	Oklahoma History
10 units	Elective courses

*Students moving to Oklahoma from another state and enrolling in a senior high school (10th, 11th, or 12th grades) may graduate without Oklahoma History and/or World History if the course is not taught in the senior high school, or if the out-of-state student is unable to take the course due to the scheduling of classes.

A school may waive a unit of credit in mathematics and a unit of credit in science providing a student completes during their junior and senior years in high school six (6) vocational units of credit. The six (6) vocational units of credit shall be on a three (3) hour block-time schedule.

A unit of credit in either mathematics or science may be waived providing a student completes during their junior year or senior year in high school three (3) vocational units of credit on a three (3) hour block time schedule.

A unit of credit in either mathematics or science may be waived providing a student completes during their junior year in high school two (2) vocational units of credit on a two (2) hour block-time schedule and their senior year in high school two (2) hour block-time schedule.

A school may waive a unit of credit in mathematics and a unit of credit in science providing a student completes six (6) vocational units of credit in vocational agriculture or vocational home economics.

A unit of credit in eitner mathematics or science may be waived providing a student completes at least three (3) vocation! units of credit in either vocational agriculture or vocational home economics.

The vocational units of credit may be earned at either an Area Vocational-Technical School or a Comprehensive High School.

Regulation g. Courses taken in the ninth grade may be counted toward graduation. Not to exceed a total of 2 units may be submitted from either of the following courses or combination of any of the following courses to meet the 18 units required for graduation from high school, provided the courses are scheduled in the same manner as other courses for which the school is accredited and taught by teachers that are qualified to teach the course.

Physical Education . . . . . Yearbook Staff
Competitive Athletics . . . . . Newspaper Staff

Other courses that come within this category and have approval by the Accreditation Section may also be counted.

Regulation h. Not more than 4 units of laboratory music classes (performance) may be applied toward the 18 units required for graduation. Music theory and appreciation may be counted in addition to the 4 units mentioned above. More than one (1) unit of credit may be given in orchestra, band, or vocal music, provided the work is offered daily, as indicated above, is not repetitious of the former year's work, and is clearly on a higher advanced level.

Regulation i. A unit of work earned by a student in any approved summer school in Oklahoma may be accepted, at the option of the local board of education, as resident credit.

Regulation j. Students who need more than one unit for graduation shall not be permitted to participate in the graduation exercises.

Regulation k. Courses taken by private tutoring or made up be special examinations are not to be counted in meeting the requirements for graduation.

Regulation l. At least 2 units of the last three units completed for graduation shall be completed in attendance in the accredited high school from which the individual expects to receive his diploma.

Regulation m. Senior high work-study cooperative programs involving Vocational Rehabilitation have proved to be one means of working with high school handicapped youth. Modified course requirements permitting credit for supervised work experience allow for a realistic educational program which helps the handicapped make the transfer from school to the world of work with a maximum chance for success as self-supporting citizens.

The curriculum includes four and one-half (4 1/2) units (grade 9), and six (6) units (Beginning with 1986-87 this will be eight (8) units) of required courses (10-12).

1. Communications Skills - 4 units
2. Social Studies (American History 1, Oklahoma History 1/2)--1 1/2 units (Beginning in 1986-87 this will be 2 units including 1/2 unit of World History)
3. Life Science - 1 unit (Beginning with 1986-87 this will be 2 units)
4. Computational Skills - 1 unit (Beginning with 1986-87 this will be 2 units)

The remaining units necessary to complete the required 18 (Beginning with 1986-87 this will be 20 units) units for graduation will be chosen from the following:

1. Co-op Training (work experience or on-the-job training)--maximum 7 1/2 units (Maximum 3 units per school year).
2. Vocational and Technical Education (See High School Regulations, Section XI, including Other Special Vocation Education)--(Maximum 3 units per school year.)
3. Home Training - maximum 3 units
4. Vocations - maximum 3 units
5. Physical Education - maximum 6 units
6. Music - maximum 3 units
7. Industrial Arts courses -- maximum 7 1/2 units
8. Other appropriate electives as recommended by the Cooperative Program team.

A curriculum guide for this program is available through the Special Education Section. For more information, contact the Special Education Section.

VII. LIBRARY-MEDIA

Regulation a. The library shall be organized as a resource center of instructional materials for the educational program.

Material collections may include books and other printed materials, films, filmstrips, recordings, maps, charts and other newer media developed to aid learning.

Regulation b. In secondary schools with an enrollment of less than 100 students, the teacher-librarian shall devote 1 hour a day to the library, excluding study hall responsibilities, and shall have a minimum of 9 semester hours of library science (3 of which shall be cataloging and classification) and hold a valid certificate. (Effective 1983-84 school year.)

In secondary schools with enrollment of 100-199 students, the teacher-librarian shall devote 2 hours a day to the library, excluding study hall responsibilities, and shall have a minimum of 15 semester hours of library science (3 of which shall be cataloging and classification) and hold a valid certificate.

In secondary schools with an enrollment of 200-399 students, the teacher-librarian shall devote 3 hours a day to the library, excluding study hall responsibilities and shall have a minimum of 15 semester hours of library science (3 of which shall be cataloging and/

Regulation h. The maximum number of daily preparations for each teacher shall not exceed 2.

Regulation i. All teachers shall have a valid appropriate teaching certificate.

IX. CORRESPONDENCE CREDIT

Regulation a. High school correspondence credit to be applied toward graduation from an accredited high school shall consist only of credit earned by correspondence through one of the regional accredited institutions. High schools are not authorized to offer correspondence courses for credit.

Regulation b. A high school correspondence course shall not be pursued by students who are in attendance in an accredited high school and who are taking normal student subject loads without the written approval of the principal or superintendent of the local high school.

Regulation c. No student who is in attendance shall be permitted to take by correspondence any high school course that is offered in the local school unless there is a conflict in the schedule.

Regulation d. Students of school age while in attendance in an accredited high school may be permitted to pursue a maximum of 1 unit by correspondence each year for 2 years.

Regulation e. Students who complete one or more units of high school credit by correspondence in an approved manner and wish to obtain a diploma of graduation from an accredited high school, must comply with all other regulations pertaining to graduation and credit.

Regulation f. Individuals over the age of 19 may be permitted to complete their high school work by correspondence from any of the regional accredited institutions which offer high school correspondence courses, providing the individual is a resident of the State of Oklahoma. The work completed in the above manner must be recorded on the permanent record of the high school of which they are a legal resident. The record of the correspondence course completed must be attached to the high school permanent record.

X. GENERAL PROGRAM OF STUDIES

It is not conclusive that only the following subjects listed may be offered for credit. Additional courses may be offered, should the local needs require, and the offering is approved by the Accreditation Section.

*Shall be taught for two (2) semesters.

All other courses may be taught for either one (1) or two (2) semesters.

The content of all courses shall be designed according to the number of weeks (18 or 36) for which the course is scheduled.

BUSINESS EDUCATION

*Accounting I
Accounting II
Business Communications
Business Computer Applications
Business English
Business Law/Education
Business Machines
Business Mathematics
Business Organization and Management
Careers/Exploration
Consumer Economics/ Education
Computer Programming I
Computer Programming II
Computer Literacy
Economics
General Business
Information Processing (Word & Data)
Notehand
Office or Clerical Procedures
Recordkeeping
Secretarial Procedures
*Shorthand I
Shorthand II
Transcription
*Typewriting I
Typewriting II

FINE ARTS

Art I,II,III,IV
Art Appreciation
Humanities
Instrumental I,II,III,IV
Music Applied
Music Appreciation
Music Theory
Vocal I,II,III,IV

FOREIGN LANGUAGE

*French I,II,III,IV
*German I,II,III,IV
*Latin I,II,III,IV
*Native American Language
*Russian I,II,III,IV
*Spanish I,II,III,IV

GENERAL AGRICULTURE AND HOME ECONOMICS

Family Relations
General Agriculture I,II,III,IV
General Home Economics I,II,III,IV

HEALTH AND PHYSICAL EDUCATION

Competitive Athletics
Driver Education
Health Education
Military Science (ROTC)
Physical Education
Safety Education

INDUSTRIAL ARTS

*Auto Mechanics I
Auto Mechanics II
Crafts
*Drafting I
Drafting II
Fundamentals of Electricity
*Fundamentals of Mechanics
*Fundamentals of Radio
General Shop I,II,III,IV
Metal Work I, II
Mechanical Drawing I,II
*Printing I
Printing II
Woodworking I,II,III,IV

2. Area schools are accredited for no more than 6 units of credit in any area*, therefore, sophomores enrolled under this "special provision" are limited to the 6 units. (This sometimes presents a problem for these students when they become seniors.)

*EXCEPTION: Subjects listed under "other special vocational programs."

VOCATIONAL EDUCATION-PROGRAM OF STUDIES

The following vocational education courses shall not be offered for more than the number of units shown and it is recommended not less than this number be allowed for the course.

The unit(s) value for a vocational course(s) are determined by applying the following time factors:

One hour daily in class ..... 1 unit
Two hours daily in class ..... 2 units
Three hours daily in class ..... 3 units
One hour daily in class and an average of ten (10) hours per week on-the-job training under supervision of a teacher-coordinator ..... 2 units
Two hours daily in class or equivalent & and average of ten (10) hours per week on-the-job training under supervision of a teacher-coordinator ..... 3 units

VOCATIONAL AGRICULTURE EDUCATION

Course	Year(s)	Semester(s)	Unit(s)
Vocational Agriculture I	9,10,11 or 12	2	1
Vocational Agriculture II	10,11 or 12	2	1
Vocational Agriculture III	11 or 12	2	1
Vocational Agriculture IV	11 or 12	2	1
Vocational Agriculture Mechanics I	11 or 12	2	1
Vocational Agriculture Mechanics II	12	2	1
*Vocational Agriculture Occupational Training I (VAOT)	11 or 12	2	1 or 2
*Vocational Agriculture Occupational Training II (VAOT)	12	2	1 or 2

*A VAOT cooperative class or a specialized course such as Horticulture or Forestry or Equine Production and Management may be offered.

SPECIALIZED COURSES

Course	Year(s)	Semester(s)	Unit(s)
Horticulture & Forestry	11 or 12	2	1 or 2
Equine Production	11 or 12	2	1,2 or 3

VOCATIONAL HOME ECONOMICS EDUCATION

Course	Year(s)	Semester(s)	Unit(s)
Vocational Home Economics I	9,10,11 or 12	2	1
Vocational Home Economics II	10,11 or 12	2	1
Vocational Home Economics III	11 or 12	2	1
Vocational Home Economics IV	11 or 12	2	1
Basic Life Skills	9 or 10	1	1/2
Custom Sewing	11 or 12	1	1/2
Foods and Nutrition	11 or 12	1	1/2
Child Care	11 or 12	1	1/2
Consumer Education	11 or 12	1	1/2
Housing and Home Furnishings	11 or 12	1	1/2
Marriage and the Family	11 or 12	1	1/2
Family Living	11 or 12	1 or 2	1/2 or 1
Work Orientation (Home Economics Ed)	9,10,11 or 12	1 or 2	1/2 or 1

VOCATIONAL HOME ECONOMICS OCCUPATIONAL TRAINING I

Course	Year(s)	Semester(s)	Unit(s)
Child Care	11 or 12	2	2 or 3
Clothing Production and Management	11 or 12	2	2 or 3
Food Services	11 or 12	2	2 or 3
Home Furnishings	11 or 12	2	2 or 3
Home Management & Industrial Service	11 or 12	2	2 or 3
Hospitality Careers	11 or 12	2	2 or 3

VOCATIONAL HOME ECONOMICS OCCUPATIONAL TRAINING II

Course	Year(s)	Semester(s)	Unit(s)
Child Care	12	2	2 or 3
Clothing Production & Management	12	2	2 or 3
Food Services	12	2	2 or 3
Home Furnishings	12	2	2 or 3
Home Management and Industrial Services	12	2	2 or 3
Hospitality Careers	12	2	2 or 3

VOCATIONAL BUSINESS AND OFFICE EDUCATION

Course	Year(s)	Semester(s)	Unit(s)
Business and Office Education	12	2	3
Business Organization and Management	12	2	3
Data Processing	11 or 12	2	3
Banking and Savings and Loan	12	2	3
Vocational Office Education (VOE) I	11 or 12	2	2
Vocational Office Education (VOE) II	12	2	2

Course	Year(s)	Semester(s)	Unit(s)
Instrumentation (Electronic I Prerequisite)	12	2	3
Law Enforcement I	11 or 12	2	3
Machine Shop I	11 or 12	2	3
Machine Shop II	12	2	3
Motorcycle Repair I	11 or 12	2	3
Motorcycle Repair II	12	2	3
Parts Department Training I	11 or 12	2	3
Photography I	11 or 12	2	3
Photography II	12	2	3
Plumbing I	11 or 12	2	3
Plumbing II	12	2	3
Printing I	11 or 12	2	3
Printing II	12	2	3
Radio & Television Repair I	11 or 12	2	3
Radio & Television Repair II	12	2	3
Sheet Metal I	11 or 12	2	3
Sheet Metal II	12	2	3
Small Engine Repair I	11 or 12	2	3
Small Engine Repair Ii	12	2	3
Tailoring I	11 or 12	2	3
Tailoring II	12	2	3
Upholstery I	11 or 12	2	3
Upholstery II	12	2	3
Welding I	11 or 12	2	3
Welding II	12	2	3

An additional three (3) credits may be given for courses in Vocational Trade and Industrial Education programs offered at the 10th grade level in a comprehensive high school.

SPECIAL PROGRAMS

Course	Year(s)	Semester(s)	Unit(s)
Coordinated Vocational Education Training (CVET) I	9 or 10	2	2
Coordinate Vocational Education Training (CVET) II	10	2	2

OTHER SPECIAL VOCATIONAL EDUCATION

These special programs are primarily for the area vocational-technical schools in addition to those listed above. The special programs are designed for students with special problems only. The students must be be properly identified and have an I.E.P. (Individualized Educational Program) on file indicating enrollment in these programs. Such programs are available for freshman, sophomores, juniors and seniors.

Course	Year(s)	Semester(s)	Unit(s)
Building Maintenance Training	9,10,11 or 12	2	3
Introduction to Vocational Careers	9,10,11 or 12	2	3
Home, Business & Industrial Services	10,11 or 12	2	3
Occupational Services	9,10,11 or 12	2	3

Students in the Trade and Industrial day-trade programs shall not receive compensation for work on live projects unless they have been formally assigned to a contractor, shop owner, etc., in their senior year (second semester) for on-the-job training. They must report to their Trade and Industrial class for theory. The Trade and Industrial day trade teacher will regularly supervise assigned students on their jobs. These assignment(s) will be coordinated by the teacher, the local administration, and the State Supervisor of Trade and Industrial Education.

HIGH SCHOOL PROGRESS CRITERIA

I. THE SMALL HIGH SCHOOL

Progress Criterion a. The curriculum should be planned before any teachers are employed.

Progress Criterion b. The following factors should be considered in deciding what subjects are to be included in the curriculum: (1) the financial ability of the district; (2) the needs of the individual students; (3) the demands of the community; (4) the number of students in high school; (5) the number of teachers available; (6) the building facilities; (7) the books, supplies and equipment available; and (8) the efficiency of the elementary department.

Progress Criterion c. The teaching combination should be set up as soon as the curriculum is decided. No teacher should be assigned in more than two fields. These two fields should be as closely related as possible.

Progress Criterion d. The curriculum should provide vocational and prevocational courses whenever possible. Home economics, agriculture, industrial arts and business education are practical and valuable additions which should be made to the usual limited offering of the small high school.

Progress Criterion e. No high school work should be offered at the expense of the elementary grades. Since the majority of the pupils are enrolled in the elementary grades, the district owes its first obligation to provide adequately for them. When only a few high school students are available and when a well established accredited school is near, it is often better to transfer the high school students and concentrate the efforts and money of the district on the elementary grades.

Progress Criterion f. Schools may alternate subjects and combine the 9th and 10th grades when the enrollment in these subjects is less than 30. Subjects may also be alternated in the 11th and 12th grades

supplies, delivery systems, security and insurance cost, plant and equipment maintenance, initial collections for new schools, school-adopted textbooks purchased for each student; salaries of media staff, public information program, furniture, and special laboratory equipment.

Progress Criterion e. It is recommended that school systems begin implementing a library media program consistent with the standards published in the State Department of Education Guidelines for Library Media Programs in Oklahoma.

HIGH SCHOOL HONOR SOCIETY

The large number of high schools which have organized local chapters in the organization is evidence of the continued interest of school authorities in the improvement of scholarship standards in the "A" schools of Oklahoma through a plan of this kind.

The rules and regulations of the Oklahoma High School Honor Society are listed below for the information of school authorities:

1. This organization shall be known as the Oklahoma High School Honor Society.

2. The purpose of this society shall be to promote high standards of scholarship among the students in the high schools of Oklahoma.

3. Every accredited high school in the state is eligible to organize a local chapter of the society.

4. Each Chapter shall take the name of the local high school. The full name of the chapter shall be "_____ Chapter, Oklahoma High School Honor Society."

5. Ten percent of the high school enrollment will be eligible for membership. Ninth grade pupils in approved junior high schools are not eligible for membership.

6. Forms to be used in listing students that have been nominated for membership will be sent to the local school authorities prior to February 1st of each year. Membership will be based upon work done during the first semester of the current year and the second semester of the preceding year. The standing of students enrolled in the first year of the high school will be based on the work done during the first semester of the current year.

7. The local chapter may be organized as soon as nominations are made. Nominations should be approved by the local school officials not later than March 15th of each year. A list of students nominated should be sent to the Accreditation Section of the State Department of Education on forms furnished for that purpose. A certificate of membership for each person approved

will be sent to the local high school authorities. These certificates will be distributed in time for closing exercises of the school in the spring.

8. At the time the certificates are presented, there should be appropriate ceremonial exercises. This is done usually in connection with the commencement program or special awards assembly.

9. The ten percent of the student body making the highest average marks in the school may be nominated.

10. The local school officials shall have authority to make additional rules pertaining to school attendance, deportment and pupil activities.

11. Any school desiring to participate in a more extensive program is referred to "The National Honor Society," c/o NASSP, 1904 Association Drive, Reston, Virginia 22091, Attention Terrence J. Giroux.

ADULT EDUCATION REGULATIONS

I. ADULT BASIC EDUCATION

It is recommended that each school superintendent designate one or more members of his staff to be responsible for the adult education program.

It is further recommended that all schools cooperate with the State Adult Education Organization. (See Adult Education Bulletin of the State Department of Education, Adult Education Section, Oliver Hodge Memorial Education Building, Oklahoma City, Oklahoma 73105.)

Regulation a. Teachers in adult education programs shall be certified in the same manner in which other public school teachers are certified.

Regulation b. A certificate of 8th grade school achievement may be earned by enrolling in courses of basic education sponsored by the local public school and by successfully passing a standardized educational achievement test as prescribed by the State Department of Education.

II. HIGH SCHOOL EQUIVALENCY CERTIFICATE

The Adult Education Section of the State Department of Education is authorized by the State Board of Education to implement a program for issuing a certificate of high school equivalency. To be eligible to receive a certificate, an applicant shall meet the following requirements:

a. He shall be eighteen (18) years of age or older, except as provided below:

(1) Beginning April 1, 1983, persons having attained the age of 17 may be permitted to take the G.E.D. test provided that he/she meets the residency requirements and submits along with the application to take the G.E.D. test, a notarized joint written agreement between the school administrator of the school district in which he or she resides, and parent guardian or custodian, stating that it has been determined that such action is the best interest of the child and community. Provided, however, that upon completion of the G.E.D. test, the applicant will be issued a letter of intent from the State Department of Education giving the standard scores achieved on each test battery and assurance that the person has qualified for a Certificate of High School Equivalency which will be issued to that person by making proper application when he/she reaches their 18th birthday and his/her class will have graduated from high school.

b. He shall be a resident of the State of Oklahoma.

c. He shall make the minimum score required for passing the General Education Development Test, which is an average of 45 over the five categories included in such tests. No score shall be less than 35. The test shall be administered by an approved testing center.

d. He shall not be eligible to take the G.E.D. Test prior to the time his class will have graduated, except as provided in item 'a', (1).

e. The applicant shall file an application on a prescribed form with the Adult Education Section and shall attach to the application a letter from the school last attended verifying the year such student was expected to graduate.

f. Any person who has taken the G.E.D. Test prior to 1965 shall re-take the test.

The Certificate of High School Equivalency is a credential certifying that the holder has shown evidence of general educational development equivalent to a liberal high school education as revealed by scores made on the General Developmental Test. The Certificate of High School Equivalency cannot be exchanged for a high school diploma. It may be used to secure employment or an advancement in the job already held.

Application Through Adult Learning Centers

To become eligible to take the G.E.D. Test, an application must be made to the Section of Adult Education of the State Department of Education through the local Adult Learning Center on forms provided by the Section of Adult Education. No fee will be charged by the State Department of Education for the issuance of the certificate; nowever, a fee is charged by the testing agency in Oklahoma authorized to administer the test. The fee is payable by the applicant to the testing agency at the time the tests are taken.

PUBLIC SCHOOL ADULT LEARNING CENTERS

Ada
Altus
Anadarko
Ardmore
Bartlesville
Chickasha
Clinton
Department of Corrections
Drumright
Duncan
Durant
Elk City
Enid
Fairview
Guthrie
Guymon
Hugo
Idabel
Lawton
McAlester
Moore
Muskogee
Norman
Okmulgee
Oklahoma City
Pauls Valley
Pawhuska
Ponca City
Poteau
Pryor
Sallisaw
Shawnee
Stigler
Stillwater
Tahlequah
Talihina
Tulsa
Watonga
Wewoka
Wilburton
Woodward

III. ADULT HIGH SCHOOL COMPLETION PROGRAM

A. The changing social and technological climate of our society mandates high levels of understanding and technical skill for many of our people. Since educational experiences which are meaningful in the regular secondary school program are not always suited to the needs of adults, the State Department of Education endorses and

encourages the development of adult learning opportunities to accomplish diploma completion and other desirable adult educational goals within limits prescribed by the local board of education.

B. The following regulations are applicable and available to those high schools in which the adult program is an extension of the regularly accredited high school program. Regardless of the organization, the school offering a high school completion program shall meet these standards:

Regulation 1. High schools desiring an adult high school completion program shall file an application with the Director of the Accreditation Section, State Department of Education, at the beginning of each adult semester or session.

Regulation 2. Enrollment shall be limited to individuals who are 18 years of age or over and are under no legal compulsion, according to compulsory attendance laws, to attend school. The principal may assign individual students who are under 18 years of age and have officially withdrawn, been expelled, or have failed a course. (This is restricted to the specific course failed.)

Regulation 3. Teachers shall have a valid Oklahoma teaching certificate and meet the minimum requirements as stated in this bulletin. (If North Central accredited school, see Standard 4.4 of the Policies and Standards for the Approval of Secondary Schools.)

Regulation 4. A minimum of 18 units shall be the basis of awarding the State High School Diploma to adults, and shall be distributed as follows:

Language Arts	4 units
Mathematics	1 unit
Science	1 unit
American History	1 unit
Oklahoma History	1/2 unit
Electives	10 1/2 units

Beginning with school year 1986-87 a minimum of 20 units shall be the basis of awarding the State High School Diploma to adults, and shall be distributed as follows:

Language Arts	4 units
Mathematics	2 units
Science	2 units
American History	1 unit
Oklahoma History	1/2 unit
World History	1/2 unit
Electives	10 units

Regulation 5. Provisions for Granting Credit:

a. Course credit shall be accepted when official transcripts are received from schools which are accredited by the State Board of Education or any regional accrediting association.

b. Credit for correspondence courses may be accepted from any regionally accredited institution.

c. Credit may be granted for documented apprenticeship programs or evidence of successful occupational or vocational learning or achievement (maximum of six (6) units).

d. Credit for a specific subject may be given on a performance basis through the administration of an examination approved by the local school.

e. Credit through military experience:

1) United States Armed Forces Institute courses
2) United States Armed Forces Institute subject examination
3) High school courses offered through USAFI by cooperating colleges and universities; credit upon transfer from the school offering the course
4) Marine Corps Institute courses
5) Basic or recruit training accepted in lieu of required courses in physical education and health
6) Service school training

f. No adult student may graduate until a minimum of two (2) units have been earned in residence in the adult high school completion program or in the day high school awarding the diploma.

Regulation 6. Provisions for Earning Credit. The minimum time allotted for each 1/2 unit shall be 45 hours, and for each full unit 90 hours, exclusive of intermission.

IV. ADULT HIGH SCHOOL DIPLOMA

Regulation 1. A high school diploma issued on thirty (30) semester hours of college credit shall meet the following criteria:

a. Request an application from the Assistant Superintendent of Instruction, State Department of Education;

b. Submit proof of date of birth;

c. Be a legal resident of Oklahoma;

d. Submit proof of attendance in an accredited elementary or secondary school in Oklahoma; and

e. Submit a transcipt from an accredited college or university showing thirty (30) semester hours of college credit.

V. ADDITIONAL INFORMATION

I. PERFECT ATTENDANCE CERTIFICATES

Perfect Attendance Certificates are awarded by the State Department of Education to pupils having been neither absent nor tardy for a period of 3 or more consecutive years. Teachers should submit the names of all such pupils along with the name of the school, district number and county to the office of the county or city superintendent. The superintendent should submit the names of all pupils along with the request for certificates to the Accreditation Section of the State Department of Education.

II. READING CERTIFICATES

The State Department of Education offers awards of honor to elementary pupils who have read, in a satisfactory manner, 25 or more books. Application for these shall be made in writing and signed by the administrator in charge. Request should be mailed to the Accreditation Section of the State Department of Education.

DEFINITIONS OF TERMS

1. Four-Year High School: A high school which includes grades 9, 10, 11 and 12.

2. Senior High School: A high school which includes 10, 11 and 12.

3. Junior High School: A secondary school organized on grade levels 7-8, 7-8-9, or 8-9.

4. Middle School: A school organized on grade levels 6-7, 7-8, or 6-7-8.

5. Summer High School: A term of school held during the summer vacation; not as part of the regular term.

6. Elementary School: A school which includes grades K through 6, 1 through 6, K through 8, 1 through 8 or K through 5.

7. Accredited School: A school that has met all requirements for accreditation and has been approved by the State Board of Education.

8. Nonaccredited School: A Nonaccredited school is one which has not been accredited by the State Board of Education.

9. School Day - A school day shall be not less than six hours exclusive of the lunch period. (Refer Section 11: School Laws of Oklahoma)

10. North Central School: A North Central School is one which meets all the standards and regulations for accrediting prescribed by the State Department of Education, and in addition

meets the policies and standards of the North Central Association of Colleges and Schools. Membership in the Association is voluntary and optional.

11. Organization of School: For general purposes, schools are organized on an 8-4, 6-2-4, 7-2-3, 6-3-3, K through 6, 1 through 6, K through 8, 1 through 8, or K-5-3-4 plan.

12. Required Subjects: Subjects required of all students.

13. Elective Subjects: An elective subject is one not required of any pupil.

14. Activity Credit: Pupil activity credit represents credit allowed beyond the academic units required for graduation.

15. Course: A course is the amount, kind and arrangement of subject areas of instruction offered in any school during a definite period of time and for which credit is allowed.

16. Unit of Work: This is the amount of credit given for the successful completion of a two (2) semester course. One-half (1/2) unit is the amount of credit given for the successful completion of a one (1) semester course.

17. Class Schedule: A form that shows all the classes taught by the different teachers during the various periods of the school day and the length of class periods.

18. Divided School Term: A school term which is divided due to an intermission necessitated by local conditions.

19. Pupil Accounting: Definitions of words and phrases commonly used in accounting may be found in the Oklahoma Uniform Accounting Form, Number (67 R-1974-75), "Teacher's Register of Attendance and Scholarship."

20. Professional Day: The State Board of Education has defined a professional meeting day to be any day on which the faculty of a school district is engaged in the educational planning and improvement of the local school system; or that the faculty engages in a local, county, district or state education planning, workshop, or teachers meeting. If regular classes meet or regular instruction is given for one-half (1/2) day and the other one-half (1/2) day is used for a professional day, the one-half (1/2) day that instruction is given can be counted as one-half (1/2) day of school taught, and the other one-half (1/2) day can be counted as one-half (1/2) day of the five (5) days allowed for attendance of professional meetings. If school is dismissed for the entire day and teachers attend a meeting for one-half (1/2) day, this time may be counted as a full day of professional meeting.

FOR EXAMPLE, days used for local school district in-service training programs or State O.E.A. meetings, district O.E.A. meetings, county meetings of the faculty for the purpose of educational improvement will be considered as days of professional meetings. Such days shall be recorded in each teacher's register the next school day following such meetings giving the date and purpose of such meetings. Work days at the beginning, during, or at the end of the school term shall not be counted as professional days. Example: Preparing the room for instruction, grading papers, recording grades, making out report cards, enrolling students, etc.

21. Accountability: Educational accountability is a planned technique used to explain the results achieved or being achieved in an educational process.

22. Goal: A broad statement of direction, purpose or intent, based on identified educational needs.

23. Needs Assessment: That phrase of the accountability process dealing with the difference between what "is" and what "should be" in the learning outcomes of the educational operation. Identification of this discrepancy should provide for (a) identifying desired learner outcomes, and (b) ascertaining the learner's current status with respect to those outcomes.

24. Objective: A statement of an expected outcome which will contribute to the goal to which it is related. An objective is specific in nature and describes who is involved, what is the specific behavior desired, when the act will be accomplished and how the act will be evaluated.

25. Adult: Is defined to include any out-of-school person who is under no legal compulsion, according to compulsory attendance laws, to attend school.

26. Public School Adult Education: Is defined as any more-or-less continuous or directed educational activity which is available to adults under the State Board of Education or local public school auspices.

27. Beginning teachers or coaches: A teacher or coach who is teaching a certain subject or coaching for the first time.

28. Elementary-Secondary certificate: One (1) of the five (5) kinds of certificates issued in Oklahoma. The certificate encompasses grades (1-12) and are valid only in the area in which they are issued.

29. Teacher: Any person who is employed to serve as district superintendent, county superintendent, principal, supervisor, counselor, librarian, school nurse or classroom teacher, or in any other instructional, supervisory, or administrative capacity, is defined as a teacher. Such persons shall not be deemed qualified unless he or she holds a valid certificate, issued by

and in accordance with the rules and regulation of the State Board of Education, to perform the particular services for which he or she is employed.

TIME SCHEDULE FOR REGULAR REPORTS AND APPLICATIONS TO THE STATE BOARD OF EDUCATION IMPORTANT DATES TO REMEMBER

Division of Finance

July 15, 1983

Application for State Aid (Form F-1) must be filed before any state aid can be paid in 1983-84.

September 15, 1983

The annual Financial Report (Form FR-3) of both independent and dependent districts for the preceding year (1982-83 school year) must be filed before more than 50 percent of state aid can be paid.

October 15, 1983

The Pre-Print copy of the Personnel Report for the current school year must be filed.

January 15, 1984

The final copy of the Personnel Report for the current school year must be filed before more than 50 percent of state aid can be paid.

February 15, 1984

Deadline for filing application for additional state aid (Form 84-F-22) due to unusual increase in attendance at Mid-Term (must have at least 85 days taught).

June 15, 1984

The Annual Statistical Report (Form FR-14-B) must be filed 10 days after the close of the school session before any state aid can be allocated for next fiscal year.

IMPORTANT DATES TO REMEMBER

September 1983

Monday, 3rd ..... Labor Day
Friday, September 23 thru Sunday October 2 ... Oklahoma State Fai.

October 1983

Sunday, 9th thru Saturday, 15th .... National Fire Prevention Week
Friday, September 30 thru Sunday, October 9th ....Tulsa State Fair
Monday, 10th ..... Columbus Day
Thursday, & Friday, 13th & 14th .. Teacher's Convention, Okla City

November 1983

Sunday 13th thru Saturday 19th ..... Oklahoma Heritage Week
Friday, 11th ..... Veteran's Day
Sunday, 13th thru Saturday, 19th ..... American Education Week
Wednesday, 16th ..... Statehood Day
Thursday, 24th ..... Thanksgiving Day

December 1983

Tuesday, 15th ..... Bill of Rights Day
Sunday, 25th ..... Christmas Day

January 1984

Sunday, 1st ..... New Year's Day
Tuesday, 23rd ..... Annual School Election

February 1984

Sunday, 12th ..... Lincoln's Day
Tuesday, 14th ..... St. Valentine's Day
Tuesday, 21st .....Washington's Birthday

March 1984

Saturday, 17th ..... St. Patrick's Day
Sunday, 25th thru Saturday, 31st..... Arbor Week

April 1984

Sunday, 22nd ..... Easter Day
Sunday, 22nd ..... Oklahoma Day

May 1984

Monday, 28th ..... Memorial Day

ACCREDITED ELEMENTARY SCHOOLS IN NON-HIGH SCHOOL DISTRICTS LISTED ALPHABETICALLY BY COUNTIES FOR THE SCHOOL YEAR 1982-83

Dist.No.	School
Adair County	
33	Bell
13	Christie
29	Dahlonegah
32	Greasy
22	Maryetta
19	Peavine
24	Rocky Mountain
1	Skelly
28	Zion
Par.	Cookson Hills Christian Cntr.
Atoka County	
35	Bentley
23	Farris
21	Harmony
22	Lane
Beaver County	
73	Garrett
38	Gate
Blaine County	
29	Hitchcock
79	Longdale
Bryan County	
45	Utica
Caddo County	
4	Alfalfa
56	Boone
Canadian County	
31	Banner
70	Darlington
162	Maple
29	Riverside
Par.	St. John's
Carter County	
71	Berwyn
72	Zaneis
Cherokee County	
44	Briggs
34	Grandview
6	Keys
17	Lost City
10	Lowery
14	Norwood
31	Peggs
26	Shady Grove
66	Tenkiller
21	Woodall
Choctaw County	
13	Goodland
21	Swink
Cimarron County	
1	Plainview
Cleveland County	
31	Falls
16	Robin Hill
4	Schwartz
Hosp.	J.D. McCarty Ctr.
Coal County	
5	Centrahoma
4	Cottonwood
Comanche County	
49	Bishop
128	Faxon
48	Flower Mound
7	Medicine Park
124	Stony Point
Par.	St. Mary's
Craig County	
9	Ideal
Creek County	
35	Allen-Bowden
12	Gypsy
8	Lone Star
1	Milfay
34	Pretty Water
56	Shamrock
Delaware County	
6	Cleora
30	Kenwood
14	Leach
34	Moseley
Dewey County	
4	Camargo
Garfield County	
Par.	St. Paul's Lutheran
Garvin County	
8	Walker
16	Whitebead
Grady County	
63	Bradley
95	Bridge Creek
37	Friend
96	Middleberg
131	Pioneer
Haskell County	
10	Whitefield
Jackson County	
9	Martha
Johnston County	
40	Connerville
34	Fillmore
7	Mannsville
10	Ravia
Kay County	
84	Kaw City
50	Kildare
27	Peckham
61	Union
Par.	First Lutheran
Par.	St. Mary's
Kingfisher County	
Par.	Holy Trinity
Par.	Saint's Peter & Paul

LeFlore County
39 Fanshawe
14 Hodgen
11 Monroe
4 Shady Point

Lincoln County
77 Sparks
5 White Rock

Logan County
6 Langston
Par. St. Mary's

Love County
3 Greenville
8 Leon

Major County
10 Progressive

Mayes County
43 Osage
21 Spavinaw
35 Wickliffe

McClain County
4 Byars

McCurtain County
37 Dennison
1 Forest Grove
23 Glover
72 Holly Creek
9 Lukfata
24 Tom
56 Watson

McIntosh County
3 Ryal
16 Stidham

Murray County
2 Dougherty
1 Joy

Muskogee County
42 Dubois
9 Wainwright
Par. St. Joseph

Noble County
7 Sumner
Par. Christ Lutheran

Okfuskee County
29 Bearden

Oklahoma County
74 Crutcho
29 Oakdale
Par. Christ the King
Par. Corpus Christi
Par. John Carroll
Pri. New World
Par. Our Lady of Fatima
Par. Rosary
Par. Sacred Heart
Par. St. Charles Borromeo
Par. St. Eugene
Par. St. James
Par. St. Phillip Neri

Okmulgee County
9 Liberty
10 Nuyaka
11 Twin Hills

Osage County
55 Academy Central
52 Anderson
35 Avant
7 Bowring
20 Burbank
77 McCord
3 Osage Hills
Par. Immaculate Conception

Ottawa County
10 Turkey Ford

Pawnee County
2 Jennings

Payne County
104 Oak Grove
17 Pleasant View

Pittsburg County
29 Frink-Chambers
88 Haywood
9 Krebs
56 Tannehill

Pontotoc County
20 Pickett-Center
Pri. McCall's Chapel

Pottawatomie County
27 Grove
10 N. Rock Creek
29 Pleasant Grove
32 S. Rock Creek
66 St. Louis

Pushmataha County
2 Albion
22 Moyers
15 Nashoba
4 Tuskahoma

Roger Mills County
11 Crawford

Rogers County
16 Gregory
9 Justus
11 Tiawah

Seminole County
54 Justice
19 Nobletown
8 Vamoosa

Sequoyah County
50 Belfonte
36 Brushy
69 Gum Springs
1 Liberty
35 Marble City
68 Moffett

Stephens County
82 Grandview

Texas County
88 Adams
9 Optima
80 Straight

Tillman County
187 Manitou
13 Weaver

Tulsa County
15 Keystone
18 Leonard
16 Mingo
Par. Holy Family
Par. Marquette
Par. St. Catherine
Par. St. Mary's
Pri. Town & Country
Par. All Saints
Par. Pius X
Pri. Green Country

Washington County
Par. St. John's

ACCREDITED ELEMENTARY SCHOOLS IN
HIGH SCHOOL DISTRICTS LISTED ALPHABETICALLY
BY THE NAME OF THE DISTRICTS FOR THE
SCHOOL YEAR 1982-83

Schools	Dist No.
Achille	I-3
Ada Schools:	I-19
Glenwood	
Hayes	
Washington	
Willard	
Adair	I-2
Afton	I-26
Agra	I-134
Alex	I-56
Aline-Cleo	I-2
Allen	I-1
Alluwe	I-50
Altus Schools:	I-18
Central	
Eugene Field	
Rivers	
Roosevelt	
Sunset	
Washington	
Will Rogers	
Wilson	
Alva Schools:	I-1
Lincoln	
Longfellow	
Washington	
Amber-Pocasset	I-128
Ames	I-3
Anadarko Schools:	I-13
East	
Sunset	
Washita	
West	
Antlers:	I-13
Brantley	
Apache	I-6
Arapaho	I-5
Ardmore Schools:	I-19
Central	
Early Childhood	
Evans	
Franklin	
Jefferson	
Lincoln	
Northwest	
Will Rogers	
Arkoma:	
Singleton	I-91
Arnett	I-3
Arnett: Hollis	I-11
Asher	I-112
Atoka Schools:	I-15
Mamie Johnson	
Thunderbird	
Balko	I-75
Barnsdall	I-29
Bartlesville Schools:	I-30
Highland Park	
Hoover	
Jefferson	
Limestone	
Lincoln	
McKinley	
Oak Park	
Jane Phillips	
Ranch Heights	
Will Rogers	
Southview	
Wayside	
Wilson	
Battiest	I-71
Beaver	I-22
Beggs	I-4
Bennington	I-40
Berryhill:	
Tulsa	I-10
Bethel:	
Shawnee	I-35
Big Cabin	I-50
Big Pasture:	
Randlett	I-333
Billings	I-2
Binger	I-25
Bixby	I-4
Brassfield	
Gray	
Blackwell Schools:	I-45
Huston	
Parkside	
Washington	
Blair	I-54
Blanchard	I-29

Schools	Dist No.
Blue	I-6
Bluejacket	I-20
Boise City	I-2
Bokchito	I-23
Bokoshe	I-26
Boley Schools:	I-13
Boley State Training	
Boswell	I-1
Bowlegs	I-3
Boynton	I-4
Braggs	I-46
Braman	I-18
Bray	I-42
Bristow Schools:	I-2
Edison	
Washington	
Broken Arrow Schools:	I-3
Arrowhead	
Arrow Springs	
Indian Springs	
Lynn Wood	
Northeast	
Oak Crest	
Park Lane	
Southside	
Vandever	
Broken Bow Schools:	I-74
Bennett	
Dierks	
Broxton:	I-68
Apache	
Buffalo	I-4
Buffalo Valley:	I-3
Talihina	
Burlington	I-1
Burns Flat	I-7
Butler	I-46
Byng Schools:	I-16
Byng	
Francis	
Homer	
Cache	I-1
Caddo	I-5
Calera	I-48
Calumet	I-76
Calvin	I-48
Cameron	I-17
Canadian	I-2
Caney	I-26
Caney Valley Schools:	I-18
Ochelata	
Ramona	
Canton	I-105
Canute	I-11
Carmen-Dacoma	I-25
Carnegie	I-33
Carney	I-105
Carter	I-50
Cashion	I-89
Catoosa	I-2
Cave Springs:	
Stilwell	I-30
Cement	I-160
Central: Marlow	I-34
Central: Sallisaw	I-7
Chandler	I-1
Chattanooga	I-132
Checotah Schools:	I-19
Checotah	
Longfellow	
Chelsea:	I-3
Longfellow	
McIntosh	
Cherokee	I-46
Cheyenne	I-7
Chickasha Schools:	I-1
Chickasha Interm	
Lincoln 4th Grade Cntr.	
Grand Avenue	
Southwest	
West	
Choctaw Schools:	I-4
Choctaw	
Indian Meridian	
James Griffith	
Nicoma Park	
Nicoma Park Inter.	
Chouteau-Mazie Schools:	I-32
Chouteau	
Mazie	
Claremore Schools:	I-1
Claremont	
Leeper	
Stuart A. Roosa	
Westside	

Schools	Dist No.
Clayton	I-10
Cleveland Schools:	I-6
Westside	
Terlton	
Clinton Schools:	I-99
Nance	
Southwest	
Washington	
Coalgate	I-1
Colbert Schools:	I-4
Eastward	
Westward	
Colcord	I-4
Coleman	I-35
Collinsville Schools:	I-6
Washington	
Wilson	
Comanche Schools:	I-2
Liberty	
Meridian	
Commerce	I-18
Copan	I-4
Cordell Schools:	I-78
Jefferson	
Lincoln	
Washington	
Covington-Douglas Schools:	I-94
Covington-Douglas	
Marshall	
Coweta	I-17
Northwest	
Elementary	
Coyle	I-4
Crescent	I-2
Cromwell:	I-15
Butner	
Crooked Oak:	I-53
Central	I-4
Crowder	I-28
Cushing Schools:	I-67
Deep Rock	
Harmony	
Harrison	
Sunnyside	
Wilson	
Custer	I-1
Cyril	I-64
Dale	I-2
Davenport	I-3
Davidson	I-9
Davis	I-10
Deer Creek-Edmond	I-6
Deer Creek-Lamont	I-95
Delaware	I-30
Depew	I-21
Dewar	I-8
Dewey Schools:	I-7
Lincoln	
Dibble	I-2
Dickson Schools:	I-77
Dickson	
Springdale	
Dill City	I-3
Dover	I-2
Drummond	I-85
Drumright Schools:	I-39
Drumright	
Edison	
Duke	I-14
Duncan Schools:	I-1
Emerson	
Irving	
R.E. Lee	
H. Mann	
Plato	
Will Rogers	
Mark Twain	
Wilson	
Durant Schools:	I-72
W. Irving	
Lee	
Northwest Hgts.	
G. Washington	
Dustin	I-9
Eagletown	I-13
Eakly	I-132
Earlsboro	I-5
Eastwood: Tulsa	Pri.
Edmond Schools:	I-12
Cnisholm	
Clegern	
Dougherty	
Freeman	
Northern Hills	
Orvis Risner	
Will Rogers	
Sunset	
Eldorado	I-25

Schools	Dist No.
Elgin	I-16
Elk City Schools:	I-6
Fairview	
Longfellow	
Northeast	
Pioneer	
Elmore City	I-72
El Reno Schools:	I-34
Hillcrest	
Lincoln	
I. Washington	
Webster	
R. Witcher	
Empire: Duncan	I-21
Enid Schools:	I-57
Adams	
Cherokee Park	
Cleveland	
Coolidge	
Eisenhower	
Garfield	
Glenwood	
Harrison	
Hayes	
Hoover	
Lincoln	
McKinley	
Monroe	
Taft	
Wilson	
Erick	I-51
Eufaula Schools:	I-1
Cooper-McClain	
Davis	
Dixie	
Fairfax	I-25
Fairland	I-31
Fairview	I-84
Fargo	I-2
Felt	I-10
Fletcher	I-9
Forgan	I-123
Fort Cobb	I-7
Fort Gibson	I-3
Fort Supply	I-5
Fort Towson	I-2
Fox	I-74
Foyil	I-7
Frederick Schools:	I-158
Prather Brown	
Central	

Schools	Dist No.
Freedom	I-6
Gage	I-39
Gans	I-4
Garber	I-47 1/2
Geary	I-80
Geronimo	I-4
Glencoe	I-101
Glenpool	I-13
Goodwell	I-60
Gore Schools:	I-6
Carlile	
Gotebo	I-3
Gould	I-6
Gracemont	I-86
Graham	I-46
Graham:	I-32
Wekeetka	
Grandfield	I-249
Grant	I-3
Granite	I-3
Greenfield	I-97
Grove	I-2
Guthrie Schools:	I-1
Banner	
Central	
Cotteral	
Favor	
Fogarty	
Guymon Schools:	I-8
Academy	
Carrier	
Edison	
Long	
Northeast	
Salyer	
Haileyville	I-11
Hammon	I-66
Hanna	I-64
Hardesty	I-15
Harrah	I-7
Hartshorne	I-1
Haskell:	I-2
Mary White	
Haworth	I-6
Healdton	I-55
Heavener	I-3
Helena-Goltry Schools:	I-89
Helena State Training	

Schools	Dist No.
Hennessey Schools:	I-16
Binkley	
Hennessey	
Henryetta	I-2
Hilldale:	I-29
Muskogee	
Hinton	I-161
Hobart Schools:	I-1
Eugene Field	
Frances Willard	
Holdenville Schs:	I-35
Parkview	
Thomas	
Hollis	I-66
Hominy	I-38
Hooker	I-23
Howe	I-67
Hugo Schools:	I-39
Eugene Field	
Franklin	
H. Mann	
Lee	
Washington	
Hulbert	I-16
Hydro	I-1
Idabel Schools:	I-5
Central	
George	
Kindergarten	
Southeast	
Indianoma	I-2
Indianola	I-25
Inola	I-5
Jay	I-1
Jenks Schools:	I-5
Central	
East	
West	
Jet-Nash	I-4
Jones	I-9
Kansas	I-3
Kellyville	I-31
Keota	I-43
Ketchum	I-6
Keyes	I-11
Kiefer	I-18
Kingfisher:	I-7
Elementary	
Washington	
Kingston	I-3
Kinta	I-13
Kiowa	I-14

Schools	Dist No.
Konawa	I-4
Kremlin Schools:	I-18
Hillsdale	
Kremlin	
Lahoma	I-61
Lakeside:	
Granite	Ref.
Latta	I-24
Laverne	I-1
Lawton Schools:	I-8
Adams	
Almor West	
Brockland	
Carriage Hills	
Cleveland	
Country Club Hgts.	
Crosby Park	
Douglas	
Edison	
Eisenhower	
Garfield	
Geronimo	
Hoover	
Howell	
Hugh Bish	
Jackson	
Jefferson	
Kuntz	
Lee	
Lincoln	
Park Lane	
Pecan Grove	
Pioneer Park	
Will Rogers	
Roosevelt	
Sheridan Road	
Sullivan Village	
Swinney	
Taft	
Washington	
Western Hills	
Westwood	
Whittier	
Wilson	
Woodland Hills	
L.E. Radar:	
Sulphur	State
Leedey	I-3
LeFlore	I-16

Schools	Dist No.
Lenapah	I-1
Lexington	I-57
Liberty:	I-14
Mounds	
Lindsay	I-9
Little Axe	I-70
Locust Grove	I-17
Lomega	I-3
Lone Grove	I-32
Lone Wolf	I-2
Lookeba-Sickles	I-12
Luther	I-3
Macomb	I-4
Madill	I-2
Mangum	I-1
Mannford	I-3
Marietta	I-16
Marland	I-5
Marlow	I-3
Mason	I-2
Maud	I-117
Maysville	I-7
McAlester Schools:	I-80
Doyle	
Emerson	
E. Field	
Gay	
Jefferson	
W. Rogers	
Washington	
McCurtain	I-37
McLish:	I-22
Fittstown	
McLoud	I-1
Medford	I-54
Meeker	I-95
Merritt	I-2
Miami Schools:	I-23
Nichols	
Rockdale	
Roosevelt	
Washington	
Wilson	
Midway:	I-27
Council Hill	
Midwest City Schools:	I-52
C. Bailey	
Barnes	
Country Estates	
Del City	
East Side	
Epperly Hgts.	
Highland Park	
Parkview	
Pleasant Hill	
Ridgecrest	
Soldier Creek	
Sooner-Rose	
Steed	
Tinker	
Townsend	
Traub	
West Side	
Milburn	I-29
Mill Creek	I-2
Millwood	I-37
Minco	I-2
Monte Cassino:	
Tulsa	Par.
Moore Schools:	I-2
Apple Creek	
Central K-6	
East Hills	
Fairview	
Houchin	
Kelley	
Kingsgate	
Northmoor	
Plaza Tower	
Red Oak	
Santa Fe	
Sky Ranch	
Southgate	
Spec Serv Ctr	
Winding Creek El	
Mooreland	I-2
Morris	I-3
Morrison	I-6
Moss:	I-1
Holdenville	
Moton: Taft	I-17
Mounds	I-5
Mt. Park	I-6
Mt. View	I-39
Muldrow	I-3
Mulhall-Orlando	I-3
Muskogee Schools:	I-20
Cherokee	
Edison	

Schools	Dist No.
Grant-Foreman	
Franklin	
Goetz	
Harris-Jobe	
Irving	
Pershing	
Riverside	
Sadler	
Whittier	
Mustang Schools:	I-69
Lakehoma	
Mustang	
Mustang Valley	
Navajo: Altus	I-1
Newcastle	I-1
Newkirk	I-29
New Lima	I-6
Ninnekah	I-51
Noble	I-40
Norman Schools:	I-29
Adams	
Cleveland	
Eisenhower	
Jackson	
Jefferson	
Kennedy	
Lincoln	
Madison	
McKinley	
Monroe	
Wilson	
North Enid:	I-42
Enid	
Nowata	I-42
Oaks Mission	I-5
Oilton	I-20
Okarche	I-105
Okay	I-1
Okeene	I-9
Okemah	I-26
Oklahoma City	
Schools:	I-89
Adams	
Arcadia	
Arthur	
Bodine	
Britton	
Buchanan	
Burbank	
Columbus	
Coolidge	
Creston Hills	
Davis	
Dewey	
Edgemere	
Edwards	
Eugene Field	
Fillmore	
Garden Oaks	
Gatewood	
Green Pastures	
Harrison	
Hawthorne	
Hayes	
Heronville	
Hillcrest	
Johnson	
Kaiser	
M.L. King	
Lafayette	
Lee	
Lincoln	
Linwood	
Longfellow	
Madison	
H. Mann	
Monroe	
Nichols Hills	
North Highland	
Oakridge	
Page-Woodson	
Parker	
Parmellee	
Pierce	
Polk	
Prairie Queen	
Putnam Heights	
Quail Creek	
Ranch[illegible] Village	
Ridgeview	
Riverside	
Rockwood	
Sequoyah	
Shidler	
Shields Heights	
Southern Hills	
Star-Spencer	
Stonegate	

Schools	Dist No.
Telstar	
Truman	
M. Twain	
Van Buren	
S. Watie	
West Nichols Hills	
Western Village	
Westwood	
Wheeler	
Willard	
Willow Brook	
Wilson	
Okmulgee Schools:	I-1
Banneker King	
Eastside	
Westside	
Oktaha	I-18
Olive	I-17
Olney	I-4
Olustee	I-35
Oney	I-10
Oologah	I-4
Owasso Schools:	I-11
Ator Heights	
Barnes	
Mills	
6th Grade	
Paden	I-14
Panama	I-20
Panola	I-4
Paoli	I-5
Parkview: (Blind)	State
Muskogee	
Pauls Valley Schools:	I-18
Hilltop	
Jackson	
Jefferson	
Pawhuska Schools:	I-2
Pawhuska	
Pawnee	I-1
Perkins-Tryon Schools:	I-56
Perkins	
Tyron	
Pernell	I-4
Perry	I-1
Picher-Cardin	I-15
Piedmont	I-22

Schools	Dist No.
Pioneer Pl Vale	I-56
Pittsburg	I-63
Plainview:	I-27
Ardmore	
Pleasant Grove	I-5
Pocola:	I-7
Elem #1	
Elem #2	
Ponca City Schools:	I-71
Garfield	
Jefferson	
Liberty	
Lincoln	
Roosevelt	
Trout	
Washington	
Woodlands	
Pond Creek	I-90
Porter	I-3
Porum	I-88
Poteau:Central	I-29
Prague	I-103
Preston	I-5
Prue Schools:	I-50
Elem #1	
Elem #2	
Pryor Schools:	I-1
Jefferson	
Lincoln	
Roosevelt	
Washington	
Whitaker	
Purcell:	I-15
Hawthorne	
Putnam City Schs	I-1
Apollo	
Central	
Central Interm	
Coronado Hgts	
Dennis	
Harvest Hills	
Hilldale	
Kirkland	
Lake Park	
North Ridge	
Overholser	
Rollingwood	
Tulakes	
Western Oaks	
Wiley Post	
Windsor Hills	

Schools	Dist No.
Quapaw	I-14
Quinton	I-17
Ralston	I-69
Rattan	I-1
Red Oak	I-2
Red Rock	I-3
Reydon	I-6
Ringling	I-14
Ringwood	I-1
Ripley	I-3
Roff	I-37
Roland	I-5
Roosevelt	I-7
Rush Springs	I-68
Ryan	I-1
Salina	I-16
Sallisaw Schs:	I-1
Eastside	
Liberty	
Sand Springs Schools:	I-2
Angus Valley	
Central	
Garfield	
Hissom Mem Ctr.	
Kindergarten	
Lake	
Limestone	
Pratt	
Twin Cities	
Sapulpa Schools:	I-33
Garfield	
Jefferson	
Liberty	
Oakridge	
South Heights	
Washington	
Woodlawn	
Sasakwa	I-10
Savanna	I-30
Sayre	I-31
Schulter	I-6
Seiling	I-8
Seminole Schools:	I-1
Lincoln	
Wilson	
Sentinel	I-1
Sequoyah:	I-6
Claremore	
Sharon-Mutual	I-4

Schools	Dist No.
Shattuck	I-42
Shawnee Schools:	I-93
Acme	
Faith 7	
Franklin	
Jefferson	
Mann	
W. Rogers	
Sequoyah	
Washington	
Wilson	
Shidler	I-11
Silo	I-1
Skiatook Schools:	I-7
Central	
Marrs	
Smithville Schs:	I-14
Octavia	
Smithville	
Snyder	I-4
Soper	I-4
S. Coffeyville	I-51
Southside	I-212
Sperry	I-8
Spiro	I-2
Springer	I-21
Sterling	I-3
Stigler	I-29
Stillwater Schools:	I-16
Highland Park	
W. Rogers	
Sangre Ridge	
Skyline	
Westwood	
Stilwell	I-25
Stonewall	I-30
Stratford	I-2
Stringtown	I-17
Strother	I-14
Stroud Schools:	I-54
Happy Valley	
Kendrick	
Stroud	
Stuart	I-54
Sulphur Schools:	I-1
Cameron	
Washington	
Sweetwater	I-15

Schools	Dist No.
Tahlequah Schools:	I-35
Cherokee	
Greenwood	
Sequoyah	
Talihina	I-52
Taloga	I-10
Tecumseh Schools:	I-92
Barnard	
Krouch	
Temple	I-101
Terral	I-3
Texhoma	I-61
Thackerville	I-4
Thomas	I-6
Tipton	I-8
Tishomingo	I-20
Tonkawa Schools:	I-87
Lincoln	
Washington	
Ktny & Sp Ed	
Tulsa Schools:	I-1
Addams	
Alcott	
Audubon	
Barnard	
Bates	
Bryant	
Bunche	
Burbank	
Burroughs	
Carnegie	
Cherokee	
Chouteau	
Clinton	
Columbus	
Cooper	
Disney	
Eisenhower	
Eliot	
Emerson	
Field	
Franklin	
Frost	
Fulton	
Greeley	
Grimes	
Grissom	
Hawthorne	
Hoover	
Houston	
Jackson	
Jones	
Kendall	
Kerr	
Key	
Lanier	
Lee	
Lincoln	
Lindbergh	
Lindsey	
MacArthur	
Mark Twain	
Marshall	
Mayo	
McClure	
McKinley	
Mitchell	
Owen	
Park	
Patrick	
Peary	
Penn	
Phillips	
Post	
Reed	
Remington	
Riley	
Robertson	
Roosevelt	
Ross	
Salk	
Sandburg	
Sequoyah	
Springdale	
Stevenson	
Whitman	
Whittier	
Woods	
Wright	
Tupelo	I-2
Turner:	I-5
Burneyville	
Turpin	I-128
Tushka	I-19
Tuttle	I-97
Tyrone	I-53
Union Schools:	I-9
Boevers	
Briarglen	
Roy Clark	

Schools	Dist No.
Darnaby	
Grove	
Peters	
Union City	I-57
Valliant	I-11
Vanoss	I-9
Varnum	I-7
Velma-Alma	I-15
Verden	I-99
Vian	I-2
Vici	I-5
Vinita Schools:	I-65
Hall Halsell	
W. Rogers	
Southeast	
Co Co-Op-Sp Ed.	
Wagoner Schools:	I-19
Central	
Ellington	
Lincoln	
Maple Park	
Wakita	I-33
Walters	I-1
Wanette	I-115
Wann	I-2
Wapanucka	I-37
Warner	I-74
Washington	I-5
Washita Hgts.	I-9
Watonga	I-42
Watts	I-4
Waukomis	I-1
Waurika	I-23
Wayne	I-10
Waynoka	I-3
Weatherford Schs:	I-26
East	
West	
Webbers Falls	I-6
Welch	I-17
Weleetka Schools:	I-31
Primary	
Spence	
Wellston	I-4
Western Heights Schools:	I-41
Council Grove	
John Glenn	
Greenvale	
Westville	I-11
Wetumka	I-5

Schools	Dist No.
Wewoka	I-2
White Oak	I-1
Whitesboro	I-63
Wilburton	I-1
Wilson	I-43
Wilson:	
Henryetta	I-7
Wister	I-49
Woodson:	I-65
Tullahassee	
Woodward Schools:	I-1
5th & 6th Gr Ct	
Cedar Heights	
Highland Park	
Madison Park	
H. Mann	
Oak Park	
Westwood	
Wright City	I-39
Wyandotte	I-1
Wynnewood	I-38
Wynona	I-30
Yale	I-103
Yarbrough	I-1
Yuba	I-12
Yukon Schools:	I-27
Central	
Myers	
Parkland	
Ranchwood	
Shedeck	
Surrey Hills	

ACCREDITED SECONDARY SCHOOLS LISTED
ALPHABETICALLY -- SCHOOL YEAR 1982-83

Schools	District	K-8	Middle/ Junior High	High School
Achille	I-3	X	-	9-12
Ada:NC	I-19	-	6-7-8	9-12
Adair	I-2	-	6-7-8	9-12
Afton	I-26	-	7-8	9-12
Agra	I-134	X	-	9-12
Alex	I-56	-	7-8-9	10-12
Aline-Cleo	I-4	X	-	9-12
Allen	I-1	-	6-7-8	9-12
Alluwe	I-50	-	7-8-9	10-12
Altus:NC	I-18	-	7-8-9	10-12
Alva:NC	I-1	-	7-8	9-12
Amber-Pocasset	I-138	-	7-8-9	10-12
Ames	I-3	X	-	9-12
~~Anadarko:NC~~	~~I-20~~	~~-~~	~~7-8~~	~~9-12~~
Antlers	I-13	-	7-8-9	10-12
Apache	I-6	-	7-8-9	10-12
Arapaho	I-5	-	7-8-9	10-12
Ardmore:NC	I-19	-	7-8	9-12
Arkoma	I-19	-	7-8-9	10-12
Arnett	I-3	-	7-8-9	10-12
Arnett:Hollis	I-11	X	-	9-12
Asher	I-112	X	-	9-12
Atoka:NC	I-15	-	6-7-8	9-12
Balko	I-75	X	-	9-12
Barnsdall:NC	I-29	-	7-8-9	10-12
Bartlesville	I-30	-	7-8-9	
High:NC				11-12
Mid High:NC				9-10
Battiest	I-71	-	7-8-9	10-12
Beaver	I-22	-	7-8-9	10-12
Beggs	I-4	-	6-7-8	9-12
Bennington	I-40	-	7-8-9	10-12
Berryhill:Tulsa	I-10	-	7-8-9	10-12
Bethany:NC	I-88	-	7-8-9	10-12
Bethel:Shawnee	I-3	-	7-8-9	10-12
Big Cabin	I-50	X		9-12
Big Pasture: Randlett	I-333	X		9-12
Billings	I-2	X		9-12
Binger	I-15	-	7-8-9	10-12
Bishop Kelly:Tulsa	Par.	-	-	9-12
Bishop McGuinness: OKC:NC	Par.	-	-	9-12
Bixby:NC	I-4	-	6-7-8	9-12
Blackwell:NC	I-45	-	6-7-8	9-12
Blair	I-54	X		9-12
Blanchard	I-29	-	7-8-9	9-12

Schools	District	K-8	Middle/ Junior High	High School
Blue	I-6	X	-	9-12
Bluejacket	I-20	X		9-12
Boise City	I-20	X		9-12
Bokchito	I-23	-		10-12
Bokoshe	I-26	-	7-8-9	10-12
Boley	I-13	X		9-12
Training Sch.	Ref	-	-	11-12
Boswell	I-1	-	7-8-9	10-12
Bowlegs	I-3	-	7-8	9-12
Boynton	I-4	X	-	9-12
Braggs	I-46	X	-	9-12
Braman	I-18	X	-	9-12
Bray	I-42	X	-	9-12
Bristow:NC	I-2	-	7-8-9	10-12
Broken Arrow:NC	I-3		6-7-8	
High:NC				11-12
Mid-High:NC				9-10
Broken Bow:NC	I-74	-	6-7-8	9-12
Broxton:Apache	I-6	X		9-12
Buffalo	I-4	-	7-8-9	10-12
Buffalo Valley:				
Talihina	I-3	X	-	9-12
Burlington	I-1	X	-	9-12
Burns Flat	I-7		7-8-9	10-12
Butler	I-46	X		9-12
Butler:Cromwell	I-15	-	7-8-9	10-12
Byng:Ada	I-16	-	7-8-9	10-12
Cache	I-1	-	7-8-9	10-12
Caddo	I-5	-	7-8-9	10-12
Calera	I-48	X	-	9-12
Calumet	I-76	X	-	9-12
Calvin	I-48	-	7-8-9	10-12
Cameron	I-17	X	-	9-12
Canadian	I-2	X	-	9-12
Caney	I-26	-	7-8-9	10-12
Caney Valley:				
Ramona	I-18	-	7-8-9	10-12
Canton	I-105	-	7-8-9	10-12
Canute	I-11	-	7-8-9	10-12
Carmen-Dacoma	I-25	X	-	9-12
Carnegie:NC	I-33	-	7-8-9	10-12
Carney	I-105	X	-	9-12
Carter	I-50	X	-	9-12
Cascia Hall:Tulsa	Par.	-	7-8-9	10-12
Cashion	I-89	X	-	9-12
Catoosa	I-2	-	6-7-8	9-12
Cave Springs:				
Stilwell	I-30	-	7-8-9	10-12
Cement	I-160	-	7-8-9	10-12
Central:Marlow	I-34	X	-	9-12

Schools	District	K-8	Middle/ Junior High	High School
Central:Sallisaw	I-7	X	-	9-12
Chandler:NC	I-1	-	6-7-8	9-12
Chattanooga	I-132	-	7-8-9	10-12
Checotah:NC	I-19	-	6-7-8	9-12
Chelsea:NC	I-3	-	6-7-8	9-12
Cherokee	I-46	-	7-8	9-12
Cheyenne	I-7	X	-	9-12
Chickasha	I-1	-	7-8	9-12
Choctaw:NC	I-4	-	7-8-9	10-12
Chouteau-Mazie	I-32	-	7-8-9	10-12
Claremore:NC	I-1	-	8-9	10-12
Clayton	I-10	-	7-8	9-12
Cleveland:NC	I-6	-	6-7-8	9-12
Clinton	I-99	-	7-8-9	10-12
Coalgate	I-1	-	6-7-8	9-12
Colbert	I-4	-	7-8-9	10-12
Colcord	I-4	-	7-8-9	10-12
Coleman	I-35	X	-	9-12
Collinsville	I-6	-	6-7-8	9-12
Comanche:NC	I-2	-	7-8	9-12
Commerce:NC	I-18	-	6-7-8	9-12
Copan	I-4	-	7-8	9-12
Cordell:NC	I-78	-	7-8-9	10-12
Corn Bible Acad.	Par.	X	-	9-12
Covington-Douglas	I-94	X	-	9-12
Coweta:NC	I-17	-	6-7-8	9-12
Coyle	I-14	X	-	9-12
Crescent	I-2	-	7-8	9-12
Crooked Oak:OKC:NC.	I-53	-	6-7-8	9-12
Crowder	I-28	X	-	9-12
Cushing:NC	I-67	-	6-7-8	9-12
Custer	I-1	-	7-8-9	10-12
Cyril	I-64	-	7-8-9	10-12
Dale	I-2	-	7-8-9	10-12
Davenport	I-3	-	7-8-9	10-12
Davidson	I-9	X	-	9-12
Davis:NC	I-10	-	7-8-9	10-12
Deer Creek:Lamont	I-95	X	-	9-12
Deer Creek:Edm.:NC	I-6	-	6-7-8	9-12
Delaware	I-30	X	-	9-12
Depew	I-21	X	-	9-12
Dewar	I-8	-	7-8-9	10-12
Dewey:NC	I-7	-	7-8-9	10-12
Dibble	I-2	-	7-8-9	10-12
Dickson:Ardmore	I-77	-	7-8-9	10-12
Dill City	I-3	X	-	9-12
Dover	I-2	X	-	9-12
Drummond	I-85	X	-	9-12
Drumright:NC	I-39	X	-	9-12
Duke	I-14	X	-	9-12

Schools	District	K-8	Middle/ Junior High	High School
Duncan:NC	I-1	-	7-8	9-12
Durant:NC	I-72	-	6-7-8	9-12
Dustin	I-9	X	-	9-12
Eagletown	I-13	X	-	9-12
Eakly	I-132	X	-	9-12
Earlsboro	I-5	X	-	9-12
Edmond:NC	I-12	-	6-7-8	
High:NC			-	11-12
Mid-High:NC		-	-	9-10
Eldorado	I-25	X	-	9-12
Elgin	I-16	-	7-8-9	10-12
Elk City:NC	I-6	-	7-8-9	10-12
Elmore City	I-72	-	7-8-9	10-12
El Reno:NC	I-34	-	7-8-9	10-12
Empire:Duncan	I-21	X	-	9-12
Enid:NC	I-57	-	7-8-9	10-12
Erick	I-51	-	7-8-9	10-12
Eufaula:NC	I-1	-	7-8-9	10-12
Fairfax	I-25	X	-	9-12
Fairland	I-31	-	7-8-9	10-12
Fairview	I-84	-	6-7-8	9-12
Fargo	I-2	X	-	9-12
Felt	I-10	X	-	9-12
Fletcher	I-9	-	7-8-9	10-12
Forgan:NC	I-123	X	-	9-12
Fort Cobb	I-7	-	7-8-9	10-12
Fort Gibson:NC	I-3	-	6-7-8	9-12
Fort Supply	I-5	X	-	9-12
Fort Towson	I-2	X	-	9-12
Fox	I-74	-	7-8-9	10-12
Foyil	I-7	X	-	9-12
Frederick:NC	I-158	-	7-8-9	10-12
Freedom	I-6	X	-	9-12
Gage	I-39	X	-	9-12
Gans	I-4	-	7-8-9	10-12
Garber:NC	I-47 1/2		7-8	9-12
Geary	I-80	-	7-8-9	10-12
Geronimo	I-4	X	-	9-12
Glencoe	I-101	X	-	9-12
Glenpool	I-13	X	-	9-12
Goodwell	I-60	X	-	9-12
Gore	I-6	-	7-8	9-12
Gotebo	I-3	X	-	9-12
Gould	I-6	X	-	9-12
Gracemont	I-86	X	-	9-12
Graham	I-46	X	-	9-12
Graham:Weleetka	I-32	X	-	9-12
Grandfield	I-249	-	7-8-9	10-12
Granite	I-3	-	7-8-9	10-12
Grant	I-3	X	-	9-12

Schools	District	K-8	Middle/ Junior High	High School
Greenfield	I-97	X	-	9-12
Grove:NC	I-2	-	6-7-8	9-12
Guthrie:NC	I-1	-	7-8	9-12
Haileyville	I-11	X	-	9-12
Hammon	I-66	-	7-8-9	10-12
Hanna	I-64	X	-	9-12
Hardesty	I-15	X	-	9-12
Harrah:NC	I-7	-	6-7-8	9-12
Hartshorne:NC	I-1	-	7-8-9	10-12
Haskell:NC	I-2	-	7-8-9	10-12
Haworth	I-6	-	7-8-9	10-12
Healdton:NC	I-55	-	6-7-8	9-12
Heavener:NC	I-3	-	7-8-9	10-12
Helena-Goltry	I-89	-	7-8	9-12
Crabtree Inst.		-	-	8-10
Hennessey:NC	I-16	X	-	9-12
Henryetta:NC	I-2	-	7-8-9	10-12
Hilldale	I-29	-	6-7-8	9-12
Hinton	I-161	-	6-7-8	9-12
Hobart:NC	I-1	-	6-7-8	9-12
Holdenville:NC	I-35	-	6-7-8	9-12
Hollis:NC	I-66	-	7-8-9	10-12
Hominy:NC	I-38	-	7-8-9	10-12
Hooker:NC	I-23		7-8-9	10-12
Howe	I-67	X	-	9-12
Hugo	I-39	-	7-8	9-12
Hulbert	I-16	-	7-8-9	10-12
Hydro	I-1	-	7-8-9	10-12
Idabel:NC	I-5	-	7-8-9	10-12
Indianoma	I-3	X	-	9-12
Indianola	I-25	X	7-8-9	10-12
Inola	I-5	-	7-8-9	10-12
Jay:NC	I-1	-	6-7-8	9-12
Jenks:NC	I-1	-	6-7-8	9-12
Jet-Nash	I-4	X		9-12
Jones:NC	I-9	-	7-8	9-12
Kansas:NC	I-3	-	7-8-9	10-12
Kellyville	I-31	-	7-8-9	10-12
Keota	I-43	-	7-8-9	10-12
Ketchum	I-6	-	7-8-9	10-12
Keyes	I-11	X	-	9-12
Kiefer	I-18	X	-	9-12
Kingfisher:NC	I-7	-	7-8	9-12
Kingston	I-3	-	6-7-8	9-12
Kinta	I-13	X	-	9-12
Kiowa	I-14	-	7-8-9	10-12
Konowa	I-4	-	7-8-9	10-12
Kremlin:Hillsdale	I-18	-	7-8	9-12
Lahoma	I-61	X	-	9-12
Lakeside:Granite	Ref.	X	-	9-12

Schools	District	K-8	Middle/ Junior High	High School
Latta:Ada	I-24	-	7-8-9	10-12
Laverne:NC	I-1	-	6-7-8	9-12
Lawton Schools	I-8	-	7-8-9	10-12
Eisenhower:NC				
Lawton:NC		-	7-8-9	10-12
MacArthur:NC		-	7-8-9	10-12
Leedey	I-3	-	7-8-9	10-12
LeFlore	I-16	-	7-8-9	10-12
Lenapah	I-1	-	7-8-9	10-12
Lexington	I-57	-	7-8-9	10-12
Liberty:Mounds	I-14	-	6-7-8	9-12
Lindsay:NC	I-9	-	7-8-9	10-12
Locust Grove	I-17	-	6-7-8	9-12
Lomega:Omega	I-3	X	-	9-12
Lone Grove	I-32	-	6-7-8	9-12
Lone Wolf	I-2	X	-	9-12
Lookeba-Sickle	I-12		7-8-9	10-12
Luther	I-3		6-7-8	9-12
Macomb	I-4	X	-	9-12
Madill	I-2	-	6-7-8	10-12
Mangum:NC	I-1	-	7-8-9	10-12
Mannford	I-3	-	6-7-8	9-12
Marietta:NC	I-16	-	6-7-8	9-12
Marland	I-5	X	-	9-12
Marlow:NC	I-3	-	6-7-8	9-12
Mason	I-2	X	-	9-12
Maud	I-117	-	7-8-9	10-12
Maysville	I-7	-	7-8-9	10-12
McAlester:NC	I-80	-	6-7-8	9-12
McCurtain	I-37	X	-	9-12
McLish:Fittstown	I-22	X	-	9-12
McLoud	I-1	-	7-8-9	10-12
Medford:NC	I-54	X	-	9-12
Meeker	I-95	-	7-8-9	10-12
Merritt:Elk City	I-2	X	-	9-12
Miami:NC	I-23	-	7-8-9	10-12
Midway:				
Council Hill	I-27	X	-	9-12
Midwest City	I-52	-	7-8-9	
Carl Albert:NC				10-12
Del City:NC				10-12
Midwest City:NC				10-12
Milburn	I-29	X	-	9-12
Mill Creek	I-2	X	-	9-12
Millwood:OKC:NC	I-37	X	-	9-12
Minco	I-2	-	7-8-9	10-12
Moore:NC	I-2	-	7-8	11-12
Central Mid-High				9-10
West Mid-High				9-10
Mooreland	I-2	-	7-8-9	10-12
Morris	I-3	-	6-7-8	9-12

Schools	District	K-8	Middle/ Junior High	High School
Morrison	I-6	X	-	9-12
Moss:Holdenville	I-1	X	-	9-12
Moton:Taft	I-17	X	-	9-12
Mounds	I-5	-	7-8	9-12
Mt. St. Mary's:OKC	Par.	-	-	9-12
Mountain View	I-39	-	7-8-9	10-12
Muldrow, NC	I-3	-	6-7-8-9	10-12
Mulhall-Orlando	I-3	X	-	9-12
Muskogee:NC	I-20	-	7-8-9	10-12
Mustang:NC	I-69	-	6-7-8	9-12
Navajo:Altus	I-1	-	7-8-9	10-12
Newcastle	I-1	-	7-8	9-12
Newkirk:NC	I-29	-	7-8-9	10-12
New Lima	I-6	X	-	9-12
Ninnekah	I-51	-	7-8-9	10-12
Noble	I-40	-	7-8-9	10-12
Norman:NC	I-29	-	6-7-8	11-12
Central Mid-High				9-10
West Mid-High				9-12
North Enid	I-42	-	7-8-9	10-12
Nowata:NC	I-40	-	6-7-8	9-12
Oaks Mission	I-5	-	7-8-9	10-12
Oilton	I-20	-	7-8-9	10-12
Okarche	I-105	X	-	9-12
Okay	I-1	-	7-8-9	10-12
Okeene:NC	I-9	-	7-8-9	10-12
Okemah:NC	I-26	-	6-7-8	9-12
Oklahoma City	I-89	-	6-7-8	
Capitol Hill:NC				9-12
Central Innovative				9-12
Classen:NC				9-12
Douglass:NC				9-12
U.S. Grant				9-12
John Marshall				9-12
Northeast:NC				9-12
Northwest Classen:NC.				9-12
Southeast:NC				9-12
Star Spencer:NC				9-12
Okmulgee:NC	I-1	-	6-7-8	9-12
Oktaha	I-8	X	-	9-12
Olive:Drumright	I-17	-	7-8-9	10-12
Olney:Coalgate	I-4	X	-	9-12
Olustee	I-35	X	-	9-12
Oney:Albert	I-10	X	-	9-12
Oologah:NC	I-4	-	6-7-8	9-12
Owasso:NC	I-11	-	7-8-9	10-12
Paden	I-14	X	-	9-12
Panama	I-20	-	7-8-9	10-12
Panola	I-4	X	-	9-12
Paoli	I-5	X	-	9-12

Schools	District	K-8	Middle/ Junior High	High School
Parkview:Muskogee	St.	X	-	9-12
Pauls Valley:NC	I-18	-	6-7-8	9-12
Pawhuska:NC	I-2	-	7-8	9-12
Pawnee:NC	I-1	-	7-8	9-12
Perkins-Tryon	I-56	-	6-7-8	9-12
Pernell	I-4	X	-	9-12
Perry:NC	I-1	-	7-8-9	10-12
Picher-Cardin	I-15	-	7-8-9	10-12
Piedmont	I-22	-	7-8-9	10-12
Pioneer-Pleasant Vale: Waukomis	I-56	X	-	9-12
Pittsburg	I-63	X	-	9-12
Plainview:Ardmore	I-27	-	6-7-8	9-12
Pleasant Grove: Seminole	I-5	X	-	9-12
Pocola:Ft. Smith	I-7	-	7-8-9	10-12
Ponca City:NC	I-71	-	7-8-9	10-12
Pond Creek-Hunter	I-90	X	-	9-12
Porter	I-3	-	7-8-9	10-12
Porum	I-88	-	7-8-9	10-12
Poteau:NC	I-29	-	6-7-8	9-12
Prague	I-103	-	6-7-8	9-12
Preston	I-5	X	-	9-12
Prue	I-50	X	-	9-12
Pryor:NC	I-1	-	7-8-9	10-12
Purcell:NC	I-15	-	6-7-8	9-12
Putnam City Sch:NC	I-1	-	7-8-9	
Putnam City:NC				10-12
Putnam City:North.				10-12
Putnam City:West:NC..				10-12
Quapaw	I-14	-	7-8-9	10-12
Quinton	I-17	-	7-8-9	10-12
Ralston	I-69	X	-	9-12
Rattan	I-1	-	7-8-9	10-12
Red Oak	I-2	-	7-8	9-12
Red Rock	I-3	X	-	9-12
Reydon	I-6	X	-	9-12
Ringling	I-14	-	7-8-9	10-12
Ringwood	I-1	X	-	9-12
Ripley	I-3	X	-	9-12
Riverside Indian: Anadarko	Ind.			9-12
Roff	I-37	X	-	9-12
Roland	I-5	-	7-8-9	10-12
Roosevelt	I-7	X	-	9-12
Rush Springs	I-68	-	6-7-8	9-12
Ryan	I-1	-	7-8-9	10-12
Salina	I-16	-	7-8-9	10-12
Sallisaw:NC	I-1	-	6-7-8-9	10-12
Sand Springs:NC	I-2	-	7-8-9	10-12

Schools	District	K-8	Middle/ Junior High	High School
Sapulpa:NC	I-33	-	6-7-8-9	10-12
Sasakwa	I-10	X	-	9-12
Savanna	I-30	-	7-8-9	10-12
Sayre:NC	I-31	-	7-8-9	10-12
Schulter	I-6	X	-	9-12
Seiling	I-8	-	7-8-9	10-12
Seminole:NC	I-1	-	8-9	10-12
Sentinel	I-1	-	7-8-9	10-12
Sequoyah:Claremore	I-6	-	7-8-9	10-12
Sequoyah:Tahlequah	Ind.	-	-	9-12
Sharon-Mutual	I-3	X	-	9-12
Shattuck	I-42	-	7-8-9	10-12
Shawnee:NC	I-93	-	7-8-9	10-12
Shidler:NC	I-11	-	7-8-9	10-12
Silo:Durant	I-1	-	7-8-9	10-12
Skiatook:NC	I-7	-	6-7-8	9-12
Smithville	I-14	-	7-8-9	10-12
Snyder	I-4	-	7-8-9	10-12
Soper	I-4	X	-	9-12
Southside:Elmer	I-212	X	-	9-12
Sperry	I-8	-	7-8-9	10-12
Spiro:NC	I-2	-	6-7-8	9-12
Springer	I-21	X	-	9-12
Sterling	I-3	-	7-8-9	10-12
Stigler:NC	I-20	-	7-8	9-12
Stillwater:NC	I-16	-	6-7-8-9	10-12
Stilwell:NC	I-25	-	7-8-9	10-12
Stonewall	I-20	-	7-8-9	10-12
Stratford	I-2	-	7-8-9	10-12
Stringtown	I-7	X	-	9-12
Strother:	I-14	X	-	9-12
Stroud:NC	I-54	-	6-7-8	9-12
Stuart	I-54	-	7-8-9	10-12
Sulphur:NC	I-1	-	6-7-8	9-12
Sulphur School for the Deaf	St.	X	-	9-12
Sweetwater	I-15	X	-	9-12
Tahlequah:NC	I-35	-	7-8-9	10-12
Talihina	I-52	-	7-8-9	10-12
Taloga	I-10	X	-	9-12
Tecumseh	I-92	-	7-8-9	10-12
Girls Town HS		-	-	9-12
Temple	I-101	-	7-8-9	10-12
Terral	I-3	X	-	9-12
Texhoma	I-61	X	-	9-12
Thackerville	I-4	X	-	9-12
Thomas	I-6	-	6-7-8	9-12
Tipton	I-8	-	7-8-9	10-12
Tishomingo	I-20	-	6-7-8	9-12
Tonkawa:NC	I-87	-	7-8-9	10-12

Schools	District	K-8	Middle/ Junior High	High School
Tulsa Schools: Mid 6-7-8	I-1	-	JH 7-8-9	
Central:NC		-	-	9-12
East Central:NC		-	-	10-12
Edison:NC		-	-	9-12
Nathan Hale:NC		-	-	10-12
McLain:NC		-	-	10-12
Memorial:NC		-	-	10-12
Will Rogers:NC		-	-	9-12
Washington:NC		-	-	9-12
Webster:NC		-	-	9-12
Tupelo	I-2	X	-	9-12
Turner:Burneyville	I-5	X	-	9-12
Turpin	I-128	X	-	9-12
Tushka	I-19	X	-	9-12
Tuttle	I-97	-	7-8-9	10-12
Tyrone	I-53	X	-	9-12
Union City	I-57	X	-	9-12
Union:Tulsa	I-9	-	7-8-9	10-12
Valliant	I-11	-	6-7-8	9-12
Vanoss	I-9	-	7-8-9	10-12
Varnum:Seminole	I-7	X	-	9-12
Velma-Alma:NC	I-15	-	7-8-9	10-12
Verden	I-99	-	7-8-9	10-12
Vian:NC	I-2	-	7-8	9-12
Vici	I-5	-	7-8-9	10-12
Vinita:NC	I-65	-	7-8	9-12
Wagoner:NC	I-19	-	7-8-9	10-12
Wakita	I-33	X	-	9-12
Walters:NC	I-1	-	7-8-9	10-12
Wanette	I-115	X	-	9-12
Wann	I-2	X	-	9-12
Wapanucka	I-27	X	-	9-12
Warner	I-74	-	7-8-9	10-12
Washington	I-5	-	6-7-8	9-12
Washita Heights:	I-9	X	-	9-12
Watonga:NC	I-42	-	6-7-8	9-12
Watts	I-4	X	-	9-12
Waukomis	I-1	-	6-7-8	9-12
Waurika	I-23	-	7-8-9	10-12
Wayne	I-10	-	6-7-8	9-12
Waynoka:NC	I-3	-	7-8	9-12
Weatherford:NC	I-26	-	7-8	9-12
Webbers Falls	I-5	-	7-8-9	10-12
Welch	I-17	-	7-8-9	10-12
Weleetka:NC	I-31	-	7-8-9	10-12
Wellston	I-4	-	7-8-9	10-12
Western Heights: OKC:NC	I-41	-	7-8-9	10-12
Westville:NC	I-11	-	7-8-9	10-12

Schools	District	K-8	Middle/ Junior High	High School
Wetumka	I-5	-	7-8	9-12
Wewoka:NC	I-2	-	6-7-8	9-12
White Oak:Vinita	I-1	X	-	9-12
Whitesboro	I-62	X	-	9-12
Wilburton:NC	I-1	-	7-8-9	10-12
Wilson:Henryetta	I-7	X	-	9-12
Wilson	I-43	-	6-7-8	9-12
Wister	I-49	-	7-8-9	10-12
Woodson:Tulahassee	I-65	X	-	9-12
Woodward:NC	I-1	-	7-8-9	10-12
Wright City	I-39	-	7-8-9	10-12
Wyandotte	I-1	-	7-8-9	10-12
Wynnewood	I-38	-	6-7-8	9-12
Wynona	I-30	X	-	9-12
Yale:NC	I-103	-	7-8-9	10-12
Yarbrought:Eva	I-1	X	-	9-12
Yuba:Hendrix	I-12	X	-	9-12
Yukon:NC	I-27		7-8	11-12
Mid-High				9-10

ACCREDITED
AREA VOCATIONAL-TECHNICAL SCHOOLS
FOR 1982-1983

NAME OF SCHOOL	DIST NO.	UNITS
AFTON: Oklahoma Northeast	11	99
Afton (North Campus)		
Pryor (South Campus)		
ALVA: Oklahoma Northwest	10	45
Alva Campus		
Fairview Campus		
ARDMORE: Southern Oklahoma	20	96
*BARTLESVILLE: Tri-County	1	114
*BURNS FLAT: Western Oklahoma	12	78
*DRUMRIGHT: Central Oklahoma	3	102
Sapulpa Campus		
DUNCAN: Red River	19	99
*EL RENO: Canadian Valley	6	135
Chickasha (Grady County)		48
ENID: O. T. Autry	15	120
*FORT COBB: Caddo-Kiowa	2	120
*LAWTON: Great Plains	9	114
MIDWEST CITY: Mid-Del	52	72
*MUSKOGEE: Indian Capitol	4	114
Sallisaw Campus		
Stilwell Campus		
*NORMAN: Moore-Norman	17	144
OKLAHOMA CITY: Foster Estes	89	171
Francis Tuttle	21	75
PONCA CITY: Pioneer	13	75
*SHAWNEE: Gordon Cooper	5	102
STILLWATER: Indian Meridian	16	96
*TULSA: Tulsa County-Memorial	18	180
*TULSA: Tulsa County-Peoria		63
*WAYNE: Mid America	8	138
WILBURTON: Kiamichi	7	
* Atoka Campus		36
* Hugo Campus		51
* McAlester Campus		78
* Idabel Campus		39
* Poteau Campus		48
Talihina Campus		19

*NORTH CENTRAL